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THE PERCEIVED ROLE, FUNCTION, AND TRAINING
OF ELEMENTARY SCHOOL COUNSELORS
IN THE STATE OF ILLINOIS

by

RALPH EDWARD LUNDGREN

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Philosophy

June

1966

LIFE

Ralph Edward Lundgren was born in LaCrosse, Wisconsin, on June 14, 1935.

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The source of motivation for the completion of this work emanated from the patience and encouragement shown the writer by his wife, family, and friends.

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CHAPTER I

INTRODUCTION

It has been a unique aspect of our elementary educational system that we have progressed through our knowledge of child development, education of the whole child, complexity of our society, and the importance of the role of the home and parents, to a real emphasis on self-understanding and individual welfare. This, in turn, has led to the formalization of guidance services. However, the pattern of development has been slow. The growth of formal elementary school guidance in Illinois was almost non-existent until as recently as 1963. Through the efforts and philosophy of the present Superintendent of Public Instruction in the State of Illinois, the guidance movement gained momentum. Illinois is now one of the experimental leaders along with such states as California, New York, and Ohio.

Since the impetus given education for the implementation of guidance programs by the National Defense Education Act of 1958, there has developed the belief that the objectives of guidance services could be improved upon if they were extended to include the children in elementary school. Now it has become a reality. The 1964 revisions of the National Defense Education Act specified that elementary school children be included in the reimbursable guidance programs. Pilot programs have been inaugurated and plans have begun to take form to extend them to more schools.

Keeping in mind the rapid growth and development of secondary school guidance programs, since the initiation of the National Defense Education Act in 1958, and the problems of reaching acceptable training and certification standards of counselors, it is now generally believed that the

elementary school guidance services and programs of training of personnel be thought out slowly and thoroughly. Elementary school guidance concepts have evolved, from among other things, out of the concept of readiness, the importance of mental hygiene programs, and the stress education has placed on individual attention in view of individual differences. As programs and training have developed it has become imperative that one keeps

a commitment to the field of education per se, not to sociology and/or psychology. We utilize many concepts and the research from these areas, but we are not basically clinical psychologists, social psychologists, school psychologists, or social workers. ¹

There are implications, inherent in Wellington's statement, concerning the type of training an elementary school counselor should have and the format of services to be rendered.

Needless to say the drop-out problem among secondary school youth has raised some basic questions of how to reduce this loss of potential to society in the future. Namely, could this be prevented by providing guidance services at an earlier age? If so, what services and when?

It will take time and a concerted effort by all people in education to resolve questions of this nature. One aspect which as to be considered is that of communication. ² All children should have available the opportunity for self-expression, self-insight, and self-realization. Guidance services

¹ John A. Wellington, "A Concept of Commitments for Elementary School Guidance Personnel," Illinois Guidance and Personnel Association Newsletter, XIV (Winter 1965), p. 25.

² Glen Weaver, (ed.) Guidelines For Guidance Service Programs in Oregon Elementary Schools, (Salem: Oregon State Department of Education, 1963), p. 4.

coupled with the academic program of the school will achieve their combined goal when this is realized.

Need for Guidance

The recognition of the need for organized guidance services at the elementary level is spreading rapidly among administrators, teachers, and guidance workers. It is essentially these three groups of school personnel who are directly involved at the functional level of guidance. In developing services which should be provided, it is necessary to weigh the opinions and suggestions of each group. Since the teacher will be working hand-in-hand with the counselor and the students, his ideas are needed and important.³ Probably the counselor-teacher relationship will reach its most fruitful relationship in the counselor's providing functional suggestions, answering questions, and co-operating as much as possible to assist the children individually and collectively.

The administrator is the one individual who, because of his support or lack of it, can determine whether the program will succeed or fail. He will also be responsible for employment and assignment of counselors. This is a key role at the functional level and his convictions take on added importance when considering what should be included in a guidance program.

Finally, the counselor, from his educational preparation and experience, must be given the opportunity to express what services should be provided and what professional training is essential.

³ George Hill and Dale Netzschke, "Preparation Programs In Elementary School Guidance," Personnel and Guidance Journal, XL (October, 1961), pp. 155-59.

Hypotheses

In regard to these personnel, the following hypotheses have been tendered:

Hypothesis 1. It is hypothesized that there is no significant difference between the (1) perceptions of the counselors and teachers, (2) perceptions of the counselors and administrators, and (3) perceptions of the teachers and administrators who work in elementary schools having formalized guidance programs as to role and function of the elementary school counselor.

Hypothesis 2. It is hypothesized that there is no significant difference between the perceptions of the teachers and the perceptions of the administrators who work in elementary schools without formalized guidance programs in regard to role and function of elementary school counselors.

Hypothesis 3. It is hypothesized that there is no significant difference between the perceptions of all personnel (counselors, teachers, and administrators) who work in elementary schools having formalized guidance programs and the perceptions of all personnel (teachers and administrators) who work in elementary schools without formalized guidance programs in regard to role and function of elementary school counselors.

Hypothesis 4. It is hypothesized that there is no significant difference between (1) the perceptions of the counselors of schools having formalized guidance programs and the perceptions of the administrators in schools without formalized guidance programs, (2) the perceptions of the administrators in schools having formalized guidance programs and the perceptions of the administrators in schools without formalized guidance programs, (3) the perceptions of the counselors of schools having formalized

guidance programs and the perceptions of teachers in schools without formalized guidance programs, (4) the perceptions of the teachers of schools having formalized guidance programs and the perceptions of teachers in schools without formalized guidance programs, (5) the perceptions of the teachers of schools having formalized guidance programs and the perceptions of administrators in schools without formalized guidance programs, (6) the perceptions of administrators of schools having formalized guidance and the perceptions of the teachers in schools without formalized guidance programs, in regard to the role and function of elementary school counselors.

Another dimension of this study will be an attempt to determine what specific professional guidance and counseling courses certain school personnel (counselors and administrators of both groups) perceive as being essential to the training of elementary school counselors.

An incidental aspect to the study was that of attempting to find out to what degree the classroom teacher should be responsible for the services covered in the questionnaire.

Support for Study

Support for initiating this study evolved from different sources. First, the State of Illinois, Department of Guidance Services, is very much interested in developing their elementary school counselor certification requirements, as well as expanding their elementary school pilot guidance programs. The Department published its first "Guidelines for Elementary School Guidance" in 1964 and was to revise it in 1966 based on information obtained as a result of the pilot project.⁴

⁴ Illinois, Department of Guidance Services, Office of the Superintendent of Public Instruction, Guidelines for Elementary School Guidance, 1964

Second, the American School Counselor Association and the American Counselor Educators and Supervisors Association of the American Personnel and Guidance Association have formed a joint committee to study the role and preparation of the elementary school counselor. At the Illinois Counselor Educators and Supervisors Spring meeting in 1964, Dinkmeyer, indicated a need in Illinois for research programs related to specific problems in Illinois.⁵ The process of researching elementary school guidance should be a co-operative one with all educational personnel involved to some degree.

Third, the extension of the National Defense Education Act to include elementary schools will give an economic impetus to local school districts to embark on a guidance program.

Fourth, the Office of Economic Opportunity Head Start Programs implemented new dimension to elementary school counseling and guidance.

⁵ Minutes of the Spring Conference, May 2, 1964, Illinois Counselor Educators and Supervisors, Bradley University, p. 4. (Mimeographed.)

CHAPTER II

REVIEW OF LITERATURE

Counselor's Role

The literature in the area of elementary school guidance includes much theory, but relatively few studies regarding what should be the goals and techniques of elementary school guidance. To date there has not been developed an operational theory of child counseling as it would relate to the educational system. Many persons feel that innovations of techniques of guidance and counseling at the high school level can be implemented functionally at the elementary school level.

Dinkmeyer feels that the nature of the child at the elementary level is quite different than that of the child at the secondary level.¹ He proceeded to enumerate developmental, psychological, and sociological tenants, which he believes support his position. In his treatment he stated that regardless of how one might view the counselor there exists a common denominator: the school system. A counselor has to work with and relate to his colleagues, parents and students.

Kowitz and Kowitz believe that the younger the child the more intimately the home is involved. Education of the whole child has established itself as a generally accepted concept of our educational process.² In light of this fact, there has developed an increased awareness of the impact on the

¹ Donald Dinkmeyer, "Toward A Theory of Child Counseling At The Elementary School Level," (New York: Chronicle Guidance Publications, Inc., 1964), P. 1.

² Gerald Kowitz and Norma Giess Kowitz, "Guidance Needs In The Primary Grades," A Speech to the American Educational Research Association, Annual Meeting, Chicago, February 10-14, 1965, (Chicago: The Meeting, 1965), p. 11.

child of parental attitudes and community influences, in the determination of the child's self. Hill indicated that one of the goals of guidance should be "to help children begin early in their understanding of the role of education in their lives and to help them mature in their own life-planning."³ Here the significant emphasis was clearly on developmental guidance, however, it was still theoretical.

Cottingham, at the 1964 American Personnel and Guidance Association Convention, reviewed the emergence of the elementary school counselor and stated,

Many writers agree that elementary guidance has as its purpose the modification of both pupil and teacher attitudes, and that services to children indirectly through teachers are as important a part of guidance work as are services to children directly. There is still some disagreement, however, as to whether the focal point is the teacher, a roving consultant, or the counselor within a school. There are also disagreements over the nature and characteristics of elementary school guidance as differentiated from guidance at other school levels, and there are questions concerning the relationship of guidance to other special services. Is the elementary guidance consultant primarily a therapist or a diagnostician? Should he have an administrative leadership role?⁴

The above question that the guidance consultant is either a therapist or a diagnostician indicated a continuum with no middle point. It would be possible to consider someone who might do a little of both, but something additional, as yet undefined. It is this aspect that needs to be clarified.

³ George E. Hill, "Guidance In Elementary Schools," The Clearing House, XXVIII, (October, 1963), p. 11.

⁴ Harold F. Cottingham, "Guidance In Elementary School-- A Status Review," A Summary Presented to the American Educational Research Annual Meeting, Chicago, February 10-14, 1965, (Chicago: The Meeting, 1965), p. 16, citing The Interprofessional Research Commission on Pupil Personnel Services, Mimeograph Report.

Willey viewed the counselor as a full-time psychologist who co-operates with the curriculum specialist and psychometrist consultant who aids and supervises collection of personal data; a person who assists the teacher with helpful suggestions for her to employ; a specialist who would observe classrooms, holds teacher-parent conferences, and directs the guidance program; a counselor dealing with individual children; and a person who analyzes all available data applicable to children.⁵ There was an implication here that there exist other specialists, depending upon the size and location of the school. Where no specialists are employed, a question could be posed, should the elementary school counselor possess a general knowledge in many areas? Regardless of how one might answer this question, it has ramifications both for services to be performed and training needed for professional preparation.

Krugman felt that the guidance worker at the elementary school level must be orientated in the special areas (physical and emotional health, personality, etc.). However, Krugman felt the counselor must supply the integrating force in the school program, thus enabling him to use his knowledge about specialties. The counselor would concern himself more with the manner in which the specialties affect the growth and development of each child.⁶ Krugman goes on to state that the teacher cannot be expected to do everything; the psychologists are too few; the nurse is not trained; thus, the school counselor has developed.

⁵ Roy DeVerl Willey, Guidance In Elementary School, (Revised edition; New York: Harper Brothers, 1960), p. 24.

⁶ Morris Krugman, "Why Guidance In The Elementary School?" The Personnel and Guidance Journal, XXXII (January, 1954), p. 271.

The role of the counselor as seen by Meeks included the following:

1. In-service education
2. Consulting service for teachers and parents
3. Counseling service for children
4. Referral service for children
5. Follow-up and research
6. Evaluation

He emphasized the fact that an effective guidance program has to be based on a coordinated team approach where all school personnel work together.⁷

The role of the principal is alluded to by Barr when he stated, "it will be ... the principal who will probably act as the coordinator of guidance in most elementary schools."⁸ Here the stress is on co-ordination, or an administrative function, which leaves his role fairly well defined, and the counselors role unexplained.

The position Barr took concerning the teacher is that he must play a prime role in the guidance program because of the time which is spent with the children. However, he pointed out that teachers have to be aware of their limitations in dealing with guidance problems.⁹ Once again, by implication, the counselor is doing something beyond that which the classroom teacher does, but it still remains unclarified.

⁷ Anna Meeks, "Guidance In The Elementary School," Principles of Guidance, ed. Arthur J. Jones (5th edition review; New York: McGraw-Hill Book Company, 1945), p. 128.

⁸ John A. Barr, The Elementary Teacher and Guidance, (New York: Henry Holt & Company, 1958), p. 9.

⁹ Ibid., p. 12

Wrenn reported the following results of a study involving elementary school counselors: the majority of the elementary school counselors believed that in the next twenty years they would serve as a coordinator of counseling, with more time being spent assisting parents and teachers than with children.¹⁰ He went on to say that the question of assisting teachers is a major concern because of the teacher involvement and relationship at the elementary school level. If this interaction with teachers were developed then the training programs for counselors and the extent of the services which the counselors would provide directly to the students will be affected.

Patouillet listed three roles that the counselor should perform and these included: consulting, counseling, and coordinating.¹¹ By consulting he meant that the counselor would deal with other specialists in the school, parents, other community agencies and teachers. In regard to counseling he included pupils (individually and in groups), parents, and even occasionally teachers. The third role, coordinating service, included everything from an administrative function of organizing and interpreting information to pupils, to a quasi-public relations person. Daily the school counselor is the one person who probably has the most contact with parents and the community. Once again, an author gave a theoretical description of the counselor's role.

¹⁰ C. Gilbert Wrenn, The Counselor In A Changing World, (Washington, D.C.,: The American Personnel and Guidance Association, 1962), p. 121.

¹¹ Raymond Patouillet, "Elementary Guidance - Process and Content," A Report of the Fourth Annual All Ohio Elementary School Guidance Conference, (Pleasantview: South-Western City Schools, November 19, 1964), pp. 30-34.

Mathewson, for one, went into detail in his coverage of eleven elementary guidance functions. His complete list is as follows:

1. Observe and identify individual needs, problems, aptitudes, etc.
2. Analyze, evaluate, and description of pupil characteristics
3. Continuous evaluation of student progress
4. Adjustive, orientation, and developmental work
5. Referral
6. Special group work bearing on formation and reformation of personal-social attitudes and outlooks
7. Consult with teacher, parents and specialists
8. Consult with community
9. Interviewing and counseling pupils and parents
10. Detect educational needs and problems
11. Coordinate pupil appraisal activities with classroom work and specialists.¹²

Embodied in this relatively comprehensive list are many implications for the role and for the training of counselors. On the surface one would expect the counselor to be prepared to diagnose and treat academic weaknesses, and to be competent in group procedures, among others. Each of the eleven points could be expanded, however, the reason for inclusion was to show a more extensive listing of guidance functions.

¹² Robert H. Mathewson, Guidance Policy and Practice, (third edition: New York: Harper and Row, 1962), p. 213.

The United States Office of Education's publication by Smith and Eckerson, "Guidance for Children in Elementary School," set forth the prominent practices among twenty-four elementary school programs in ten states.¹³ These were a condensation of programs and revealed nothing new. It was another indication of the lack of a clear cut description of elementary school guidance and pointed out the need for study and experimentation.

In the initiation of pilot elementary school guidance programs in Illinois, The Department of Guidance Services, Office of the Superintendent of Public Instruction, developed a set of guidelines.¹⁴ These guidelines served as an outline for schools giving suggestions for everything from equipment to functions. However, the functions were not defined in detail, leaving room for variance. Thus, schools were able to adapt the suggestions, to their needs and/or pilot program goals.

Probably the single most significant study of elementary school guidance was that conducted by Raines in 1964.¹⁵ He utilized an opinionnaire containing ninety-five services or functions covering eleven areas (orientation, appraisal, testing, records, information, planning, adjustment, referral, service to parents, service to staff, research, and evaluation). His sampling included thirty-one counselors, representing twenty-five school

¹³ Hyrum M. Smith and Louise O. Eckerson, Guidance For Children In Elementary Schools, United States Department of Health, Education and Welfare Bulletin 1963, Number 36, (Washington: United States Government Printing Office, 1963), p. 5.

¹⁴ Illinois, op. cit., Guidelines for Elementary School Guidance.

¹⁵ William G. Raines, "The Role of the Counselor in the Elementary Schools of Ohio," (unpublished Ph.D. dissertation, Department of Education, Ohio University, 1964), p. 132.

districts; eighty-six principals; fifty-nine special personnel; and forty counselor-educators. He asked each person to indicate who should be responsible for each given item. Of the thirty-one counselors only six were full-time and many had no elementary school background or experience. Also, few had specific elementary school training.

In twenty-nine of the ninety-five activities a significant number of counselors felt that the counselor should have primary responsibility. The major functions are listed below:

1. to conduct individual conferences with children new to the school
2. to discuss peer relationships
3. to interpret group test results
4. to assist them in future planning
5. to help those having achievement difficulties
6. to do group work with children; prepare for next grade level
7. to assist with learning problems
8. to give them an opportunity to discuss matters of concern to them
9. to coordinate orientation programs
10. to evaluate material for classroom use-re: world of work
11. to obtain and show guidance films
12. to provide services to parents (groups and individuals)

When the principal and counselors differed regarding who should have responsibility for an activity, each group tended to differ in the direction of keeping the responsibility themselves.

Raines indicated that the number of counselors in the nation is increasing and so too is their preparation. He pointed out that the practices

of elementary school counselors are varied and lack any real understanding. However, he mentioned that teachers felt they should be responsible for orientation services.¹⁶ A significant number of teachers indicated that the counselor should be responsible for case studies. Other guidance services which the teachers felt were the responsibility of the counselor included: individual counseling, diagnostic work, and assisting teachers with "problem" students. Regarding the area of testing more than one of the teachers felt the counselor should discuss test results with parents and be responsible for make-up testing.

In 1961, Hart studied one-hundred-fifty-two counselors and found that a majority had not taken courses titled, "Guidance in Elementary School," or "Supervised Counseling." The duties which were given top priority, by the counselors, included the following: interpretating pupil data to teachers; counseling students having problems; holding parent conferences; acting as a consultant to the staff; interpretation of pupil data to the community; assisting in the placement or grouping of students in classes; and selecting students who need special help.¹⁷

These studies have been described to show the variance in the description of exactly what a counselor should do. It is evident that there exists a vague understanding of broad areas in which the counselor should function.

¹⁶ William T. Hansen, "The Opinion of Elementary Teachers Concerning the Elementary School Guidance Programs in Ohio" (unpublished Master's seminar paper, Department of Education, Ohio University, 1963), p. 90.

¹⁷ Robert Newton Hart, "An Analysis of the Position of Elementary School Guidance Counselors" (unpublished Ph.D. dissertation, Department of Education, University of Southern California, 1961), p. 105.

Raines found that the counselor should be able to do counseling, orientation, testing, coordinating programs, and even showing films. Then Hansen found that teachers believed a counselor should do diagnostic work. A movement towards some basic understanding of elementary guidance has begun.

Counselor Preparation

Riccio states: "There must be a definite and demonstrable relationship between the work that elementary school guidance workers will be expected to do in the school and the graduate program which prepares them to do the work."¹⁸ This is essential to the growth of the elementary school guidance movement." The word "demonstrable" takes on added meaning when there is lacking definitive studies in each of the above areas and the relationship between them.

The Policy Statement of the American Personnel and Guidance Association affirms the belief that there should be a common core of preparation for all counselors.¹⁹ If this is so, then personnel representing the practitioner, the trainer, and the associate must work co-operatively to arrive at a common, functional, and realistic definition of elementary school guidance.

The concept of requiring a counselor to have teaching experience has been generally accepted, even though some have felt strongly that it is not

¹⁸ Anthony Riccio, "Elementary-School Guidance: Its Present Status," Theory Into Practice, II (February, 1963), p. 43.

¹⁹ Carl McDaniels (editor), "The Relationship of Short-Term and Specialized Programs to the American Personnel and Guidance Association Policy Statement, The Counselor: Professional Preparation and Role," The Personnel and Guidance Journal, XLIII (January, 1965), p. 538.

absolutely necessary. Wrenn stated the best trained counselor will have a broad cultural experience, including teaching experience.²⁰

Hudson approached the matter of teaching experience, which he advocated, from the point of view that the counselor, as a consultant, must relate with teachers.²¹ One of the best ways to fully appreciate a colleague's position is to have experienced it, thus providing a basis for communication. Most theoretical approaches, as well as actual studies, indicated that the counselor will serve as a consultant.

Advocated by some respected counselor-educators is the two-year graduate preparation program for counselors. Wrenn recommended:

That the minimal two-year graduate program in counselor education include:

- (a) two major cores in psychology and the social sciences...
- (b) adequate orientation in educational philosophy and school curriculum patterns;
- (c) applied or professional courses...to the extent of not more than one-fourth of the total graduate programs;
- (d) supervised experience in both counseling and planned group leadership to the extent of not less than one-fourth of the total graduate programs;
- (e) an introduction to the understanding and utilization of changing research concepts;

²⁰ Wrenn, loc. cit., p. 172.

²¹ George R. Hudson, "Counselors Need Teaching Experience," Counselor Education and Supervision, 0 (Spring, 1961), p. 26.

- (f) an introduction to the problems of ethical relationships and legal responsibilities in counseling.²²

This outline has included in its structure a broad training background with definite guidelines, yet room for flexibility. If an individual were to have the above training, it would seem that he could function in almost any school environment.

The inter-disciplinary concept was evidenced above with the inclusion of social sciences. There has been a greater awareness recently of the sociological factors affecting individuals in regard to schools. Courses from the social sciences to professional education courses can be included in Wrenn's recommendation.

Another of Wrenn's suggestions was for the counselor to be able to diagnose reading weaknesses and handle any accompanying reading-emotional problems.²³ This indicated another area where specialized courses are necessary before a highly specialized service can be performed employing both psychological and educational techniques.

One proposed listing of courses, also implying a two-year program, by Porter and Collison included the following courses:

1. Individual Tests of Intelligence (theory and lab)
2. Projective Techniques
3. Problems in Reading
4. Diagnosis of Reading Disabilities

²² Wrenn, loc. cit., p. 161.

²³ Wrenn, loc. cit., p. 150.

5. Measurements of Interests, Aptitudes and Abilities
6. Counseling Techniques and Elementary Supervised Practice
7. Psychology of Exceptional Children
8. Introduction of Mental Retardation
9. Child and Adolescent Psychology
10. Psychology of Learning
11. Mental Hygiene
12. Group Dynamics
13. Theories of Personality
14. Educational Statistics
15. Principles of Elementary School Guidance.²⁴

Services which could be performed, as indicated by the above courses, cover most of the services theorized by various authors. It must be noted that the list had no sociology courses as some have advocated.

Hill reported that the elementary school counselor-education program at Ohio University has been experimental, and given them the possibility of employing different techniques.²⁵ An experimental approach provides opportunity for developing programs of study related to the services that are needed in the school.

²⁴ Mahlon E. Porter and Brooke B. Collison, "The Elementary School Counselor...Implications for Establishing His Training, Certification, and Role," (New York: Chronicle Guidance Publications, Inc., 1964), p. 6.

²⁵ George E. Hill, "The Preparation of the Elementary School Counselor," Illinois Guidance and Personnel Association Newsletter, XV (Spring, 1965), p. 23.

Martinson conducted a study concerning the preparation of elementary school counselors in the State of California. Two-thirds of the group (N-100) felt that the following courses were of great value: child growth and development; principles of guidance; use of standardized tests; educational psychology; and individual testing.²⁶

The research studies and theoretical viewpoints of services and training have been presented to indicate the variety of both depth and quality in the definitions and descriptions of elementary school guidance.

CHAPTER III

METHODOLOGY

Selection of Population

The assumption made in this study was that three groups of school personnel should have a vital contribution to make in the determination of the role, function, and training of the elementary school counselor. These personnel are the administrators, the teachers, and the counselors.

The Department of Guidance Services, Office of the Superintendent of Public Instruction, State of Illinois, was contacted for a listing of the elementary schools, kindergarten or first grade through sixth grade, which had a formal guidance program and a full-time certified counselor. There were ten such schools which fulfilled the above requirements. In each of these schools the counselor, the principal, and three teachers, one each at the second, fourth and sixth grade levels, were selected for the study. This constituted the experimental group. (See Appendix A)

The control group consisted of two groups of school personnel, principals and teachers, in elementary schools having no formal guidance program or counselor. The method by which schools were contacted was as follows:

1. The 1964-65 Directory of Illinois Schools was used as the source.¹
2. The sampling consisted of 80 schools.
3. The State has been broken down into six geographical areas, plus Chicago, by the Office of the Superintendent of Public Instruction. A distribution of teachers, by the population (1960 Census), and number of counties per area was given.
4. The percentage of schools per area to be contacted was based on the respective percentage distribution of

¹ Illinois, Office of the Superintendent of Public Instruction, Directory of Illinois Schools, 1964-1965.

teachers in the six regions of the state. (Appendix B)

5. The number of schools needed per area was divided into the total number of pages (291) of the Directory, thus giving the number of sections of the book from which the schools were to be selected.
6. Where the number of schools per area was less than the number of counties in that area, the counties were listed alphabetically and every second, third, or fourth county was chosen for an equitable selection of schools.

An example of how the schools were selected from the regions is as follows:

1. Region 2: Eleven per cent of the teachers taught in this region.
2. Nine schools ($11\% \times 80 = 9$) were needed from this area. (80 was the number of schools to be sampled).
3. Nine schools were chosen, one each from every other county, (16 counties in Region 2) after the counties were listed alphabetically.
4. There were 290 pages of schools in the Directory of Illinois Schools. Since nine schools were needed, the 290 pages were divided by nine giving nine sections each 32 pages long.
5. The first school listed from the first county selected (item 3) was chosen from the first grouping of 32 pages.
6. The second school listed was from the third county (item 3) and selected from pages 33-55 of the Directory.
7. Similarly, the remaining schools were chosen.

Development of Instrument

A questionnaire was devised² to elicit the school personnel's views as to the role, function, and training of an elementary school counselor.

(Appendix C) The basic areas of services utilized by Raines were revised and expanded in depth and clarity combining previous research and theories of elementary school guidance.²

² Raines, loc. cit., p. 124.

The twelve areas which were covered in the questionnaire include the following:

1. Orientation Services
2. Appraisal Services
3. Testing Services
4. Records System
5. Informational Services
6. Referral Services
7. Counseling Services
8. Service to Staff
9. Service to Parents
10. Evaluation
11. Administrative Duties
12. Teaching Experience

The respondents were asked to indicate to what degree they felt a counselor should perform the service or activity. The possible responses were: SA - Strongly Agree; A - Agree; D - Disagree; SD - Strongly Disagree. However, for area twelve, teaching experience, a "yes" or "no" response was desired. In addition to indicating the above, the respondents were asked to circle the item number if they felt the classroom teacher should be involved in the performing of the service.

The administrators in both the experimental and control groups, plus the counselor had an additional section in their questionnaire. This section consisted of a listing of graduate guidance courses representing all eight areas of professional preparation recommended by the American Personnel and Guidance Association and listed in the State of Illinois publication,

Policy for Recognition of Illinois School Guidance Programs, and Guidance

Personnel Qualifications.³ The individuals were asked to indicate whether or not they felt the course should be "required," "recommended," or "not required."

A cover letter from the Director^e of the Department of Guidance Services, Office of the Superintendent of Public Instruction, accompanied the questionnaire and the investigators explanatory letter. (Appendices D and E) A packet of questionnaires and letters for all school personnel in each school was mailed to the respective school principals. He was asked to distribute them to the appropriate persons on his staff, i.e, counselor, second grade, fourth grade, and sixth grade teachers. Each packet contained a self-addressed return envelope for each respondent. One month after the initial mailing, a follow-up letter was sent to those principals who either had not returned their questionnaire or whose staff had not returned their copies. (Appendix F)

The experimental group was contacted by the Department of Guidance Services, after the follow-up letter, to insure maximum response.

Statistical Methods Employed

There was a return of 51% which included four voided questionnaires and six persons who stated they would not cooperate. (Appendix G) The return from the critical experimental group of ten schools was 100% for the counselors and 53% for teachers.

The questionnaire reliability was .86 which was determined by means of test-retest. Thirty-six Loyola University graduate students, in three separate classes, completed the questionnaire with a seven day intervening

³ Illinois, Office of the Superintendent of Public Instruction, Policy for Recognition of Illinois School Guidance Programs and Guidance Personnel Qualifications, 1965.

period between administrations. The graduate students were elementary school teachers, enrolled in a basic guidance course. The reliability was computed on the basis of a two-fold scale (positive - negative) response rather than the four-scale categorization of two degrees of positive responses and two degrees of negative responses which the questionnaire employed. The null hypothesis was employed in the comparison of groups.

It was decided to employ the chi-square non-parametric technique for the analysis of the data. This particular statistic makes no assumptions as to the nature of the distribution. Insofar as some of the samples were small, the Yates' correction for continuity was included in the computer program to compensate for this significant limitation.

The formula employed on the IBM 7090 computer at the University of Illinois was as follows:

$$\chi^2 = \sum \sum \frac{\left(n_{ab} - \frac{n_a n_b}{n} \right)^2}{\frac{n_a n_b}{n}}$$

n = total population of table

n_{ab} = number in vertical classification

a (row a) and horizontal classification

b (column b)

$$n_a = \sum_b n_{ab}$$

$$n_b = \sum_a n_{ab}$$

The level of rejection of the null hypothesis adopted for this study was the .05 level of significance.

The instrument was factor analyzed to explore the underlying factor structure of the questionnaire. The principle axis factor analysis was employed and the results of this analysis were rotated to simple structure using the Kaiser "normal" varimax rotation.⁴

The items selected for each of the five factors were those with factor loadings of .40 or better. The items comprising each of the factors were examined and a label identifying each factor was determined by subjective observation. The five factors were: leadership, psychometrics, interpretation expert, resource specialist, and counseling.

After five factors were identified the answer sheet for each subject was rescored to provide scores for each of the five factors. Means and standard deviations were compiled for each group on all five factor scales. The t test for significant differences between means of the five factors was utilized. Once again the results at the .05 significance level or less were accepted as rejecting the null hypothesis.⁵

The factor analysis yielded additional information about the questionnaire and about the groups of personnel, thus providing a different dimension to the analysis. The results could be viewed as possibly either supporting chi-square results or presenting new ideas.

⁴ Harry Harman, Modern Factor Analysis. (Chicago: The University of Chicago Press, 1960), p. 301.

⁵ J. P. Guilford, Fundamental Statistics In Psychology and Education. (New York: McGraw Hill Book Co., 1956), p. 220.

CHAPTER IV
FINDINGS OF THE STUDY

Introduction

The contents of this chapter consist of the analysis of data obtained through chi-square results. Each of the twelve areas are treated separately, discussing all hypotheses. After completing this aspect, the factor analysis results are presented.

Finally, the results of the questionnaire dealing with teaching experience and counselor preparation curriculum are examined.

For the purpose of understanding, the four hypotheses are being stated again at this point.

Hypothesis 1. It is hypothesized that there is no significant differences between the (1) perceptions of the counselors and teachers, (2) perceptions of the counselors and administrators, and (3) perceptions of the teachers and administrators who work in elementary school having formalized guidance programs as to role and function of the elementary school counselor.

Hypothesis 2. It is hypothesized that there is no significant difference between the perceptions of the teachers and the perceptions of the administrators who work in elementary schools without formalized guidance programs in regard to role and functions of elementary school counselors.

Hypothesis 3. It is hypothesized that there is no significant difference between the perceptions of all personnel (counselors, teachers, and administrators) who work in elementary schools having formalized guidance programs and the perceptions of all personnel (teachers and administrators) who work in elementary schools without formalized guidance programs in regard to role and function of the elementary school counselors.

Hypothesis 4. It is hypothesized that there is no significant difference

between (1) the perceptions of the counselors of schools having formalized guidance programs and the perceptions of the administrators in schools without formalized guidance programs, (2) the perceptions of the administrators in schools having formalized guidance programs and the perceptions of the administrators in schools without formalized guidance programs, (3) the perceptions of the counselors of schools having formalized guidance programs and the perceptions of teachers in schools without formalized guidance programs, (4) the perceptions of the teachers of schools having formalized guidance programs and the perceptions of teachers in schools without formalized guidance programs, (5) the perceptions of administrators in schools without formalized guidance programs, (6) the perceptions of administrators of schools having formalized guidance and the perceptions of the teachers in schools without formalized guidance programs, in regard to the role and function of elementary school counselors.

. Orientation Service.

Historically orientation services have been provided in schools to varying degrees. The increased numbers of children entering all schools during the last ten years has placed a greater awareness on the part of school personnel concerning individuals adjustment to new situations and administrators problems of operating a smooth education program. Thus, a question arises as to how to resolve these needs and the best person or persons to actually carry out the specific orientation services. (Table 1)

TABLE 1

ORIENTATION SERVICES QUESTIONS

Item

- 1 Pre-enrollment conference with parents of children new to the school.

Item	
2	Pre-enrollment conference with each child beginning school for the first time
3	Conference with each child beginning school for the first time after school starts.
4	Pre-enrollment conference with each child transferring into school.
5	Introduce the child to the school facilities he may need to use at his grade level.
6	Conference with each child transferring into the school after school starts.
7	Prepares pupils (as a group) for entrance into the next grade level.
8	Prepares students at the beginning of school to help them understand rules, regulations, and teacher and school expectancies.
9	Provide individual and group activities to help students know each other.
10	Plans, implements and coordinates the school orientation program.
11	Informs students of available guidance and counseling services.
12	Provides information about co-curricular activities in which the student can participate.

It must be remembered that the question, central to this study, was whether or not the counselor should perform the given service as perceived by various school personnel.

Seven of the twelve items, in the category of orientation services, depicted significant differences.

In regard to the first hypothesis, dealing with a comparison of personnel in schools having a formal guidance program, it was possible to reject the null hypothesis for items number 5 and 10. In these items the counselor and administrator were involved with the counselors' perceiving themselves as performing the services. (Table 2)

There are several implications: the administrator might view these two services as his own responsibility; he may view them as the teacher's responsibility; he may see them as being resolved by a combination of himself and the teachers; or he may feel that there is no need for the service whatsoever.

There was no significant finding in the second hypothesis which dealt with the comparison between the teacher and the administrator in schools no having formal guidance programs.

TABLE 2
ORIENTATION SERVICES

CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	I	II	Hypotheses III	IV	Percentage of Teacher Involvement ^b
1					53
2					45
3					36
4			W-Wo**	C*-To T-To*	34
5	C**-A			A-Ao*	63
6				T-To*	37
7			W-Wo**	C-To* A-To*	59
8			W-Wo**		54
9			W-Wo**	T-Ao*	54
10	C*-A			C*-Ao A-To*	28
11					32
12					43

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item.

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program

To-Ao = Teacher-Administrator in schools not having a formal guidance program

W = All personnel (C-T-A) in schools having formal guidance programs

Wo = All personnel (To-Ao) in schools not having a formal guidance program

b Teacher Involvement reflects an n = 238

In the third hypothesis, which compared the perceptions of all personnel in schools having formal guidance programs to all personnel in schools without formal guidance programs, there were four items (4, 7, 8 and 9) in which the "without" guidance group felt the counselor should perform the service.

It is interesting to raise a question for additional thought at this point. Did the personnel, as a group, in schools having guidance programs, perceive these orientation services as not being important in the total guidance program? One explanation might be that the presence of a counselor in a school creates a new dimension, thus leading to a different frame of reference.

When one looks at the percentage of teacher involvement it is evident that the respondents felt the teacher has a distinct role in items 7, 8, and 9. Perhaps the "without" group perceives the counselor and teacher as an inseparable team. Perhaps the "with" guidance group perceives the teacher as being primarily responsible for these items. It would be important to conduct further study on these ideas to obtain a more complete picture of the counselor's role.

There were significant differences in six items (4, 5, 6, 7, 9 and 10) in hypothesis four which dealt with comparisons between specific personnel from the "with" and "without" guidance programs. In each of these items, members of the "without" group perceived the counselor as performing the service, while the various staff in the "with" group either perceived the function as belonging to someone else or to a lesser degree that of a counselor.

The fact that the presence of a counselor exists may be an important factor. It is possible that once a school has a formal guidance program, the role of the counselor becomes more clear and functions believed to be an important part of the counselor's responsibility by personnel in "without" programs take on new meaning in the new situation.

Of all areas included in the instrument that of orientation had the highest percentage response of teacher involvement.

Appraisal Services

This section, pertains essentially to the use of sociometric techniques which have been accepted and employed by school personnel. It is important for a counselor and teacher, as well as other school personnel, to be able to gather information which will enable them to help children individually and collectively. One technique of gathering data is that of sociometric devices. The items of this category are presented in the following table.

TABLE 3

APPRAISAL SERVICES QUESTIONS

Item	
13	Gathers data for the making of case studies of pupils having special learning or home and school social and/or emotional problems.
14	Construct sociogram graphs in order to understand peer adjustment relationships.
15	Interprets and implements sociogram findings to use in the classroom.
16	Uses sociodramas for helping children to understand themselves.
17	Uses sociodramas for understanding children in peer groups.
18	Uses autobiographies for helping children to express themselves and to gain some understanding of individual children.
19	Makes anecdotal records for gaining objective pictures of children.
20	Uses anecdotal records for assisting a child to make an academic and/or personal-social adjustment.
21	Makes home visitations of children with special problems in order to gain knowledge necessary for helping children.
22	Makes observations of childrens' behavior in out-of-class activities.

Within the first hypothesis, there were four items reflecting five significant group differences. In two of the items (18 and 21) the teachers differed from the counselors by perceiving these items as the responsibility of the counselor. From the inconsistency of the findings within the first hypothesis one cannot generalize beyond the fact that possibly the significance of this area is not clearly understood by the personnel.

There was only one item, in hypothesis two in which the null hypothesis could be rejected and that was number 13. Likewise in hypothesis three there was only one item (21), in which the null hypothesis could be rejected.

TABLE 4

APPRAISAL SERVICES

CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	I	II	Hypotheses III	IV	Percentage of Teacher Involvement ^b
13	A*-T	Ao-To*		T-To*	36
14				A*-Ao	34
15					32
16					41
17					37
18	C-T*			C-Ao* C-To*	50
19					52
20					42
21	C-T*		W**-Wo	C-Ao* C-To*	27
22	C*-A				43

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item.

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program

To-Ao = Teacher-Administrator in schools not having a formal guidance program

W = All personnel (C-T-A) in schools having a formal guidance program

Wo = All personnel (To-Ao) in schools not having a formal guidance program

b Teacher Involvement reflects an n = 238

However, when one investigates the fourth hypothesis, it is clear that the teachers and administrators in the "without" guidance program perceive the counselor as performing the given services. Interestingly, the difference is with the counselors, thus indicating a possible significant barrier to overcome if a non-guidance school system were to adopt a formal guidance



program.

Item 13 reflects a cohesiveness between the teachers in the "without" programs and the administrators in the "with" programs. This likeness has implications unanswerable by this data. For example, do the other personnel show a tendency in one direction or another in favor or against the counselor performing the service. If so, then before the adoption of a formal guidance program it may be necessary to re-educate the staff as to the values of a given type of service.

Four different group comparisons were significant in item 21. Here the counselors differed with other personnel as to whether or not he should perform the service. The important implication here is that if the counselor views his job as consisting of one thing and his colleagues expecting a different role then a communication and cooperation barrier exists.

Two of the items (18 and 19) were responded to by 50% of the respondents as requiring either total or partial involvement by teachers. The main point here seems to be the fact that teachers apparently feel this type of activity (autobiography) is important in helping children.

Testing Services

The items of this particular area were probably most extensively broken down into very specific functions. Testing has become almost an institution in and of itself. Some argue for more testing, some for less, but the important point to be remembered is that whatever the testing program consists of it must be meaningful to the children. The items of this section may be seen in Table 5.

TABLE 5

TESTING SERVICES QUESTIONS

Items	
23	Administers individual intelligence tests such as the Stanford-Binet to selected children.
24	Administers individual intelligence tests such as the Stanford-Binet to each child beginning school for the first time.
25	Administers group intelligence tests.
26	Administers other standardized group ability tests.
27	Administers other standardized group achievement tests.
28	Administers standardized ability and achievement tests to students (as needed) on an individual basis. (Ex. - transfer students and absentees).
29	Administers standardized group youth inventories.
30	Administers standardized group occupational interest inventories.
31	Scores individual intelligence tests such as Stanford-Binet.
32	Scores standardized group intelligence tests.
33	Scores standardized group ability tests.
34	Scores standardized group achievement tests.
35	Scores standardized group youth inventories.
36	Scores standardized occupational inventories.
37	Records standardized intelligence test scores on the cumulative record.
38	Records standardized group intelligence, ability, and achievement tests and youth inventories on cumulative records.
39	Interprets group standardized test and inventory results to students in groups.
40	Interprets group standardized test and inventory results to students individually.
41	Interprets group standardized test and inventory results to parents individually.
42	Interprets group standardized test and inventory results to small groups of parents.
43	Plans, implements, and coordinates the school testing program.
44	Interprets group standardized test and inventory results to parents by means of descriptive leaflets.
45	Uses standardized test results for diagnostic purposes in curriculum planning and placement of students.
46	Uses standardized test results for purposes of individual guidance and counseling.

In Table 6, hypothesis one showed four items (24, 34, 35, and 36) which without exception, saw the counselors differing significantly with their administrators and fellow teachers. Within these items there were six significant differences. One observation is that in three of the items, the task of scoring test results was the issue. This may reflect a possible desire to be relieved of clerical duties on the part of the teacher and the same desire

on the part of the counselors. It may reflect another view, namely, the desire to do away with testing or the desire to reconsider the testing program.

TABLE 6
TESTING SERVICES

CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	I	II	Hypotheses III	IV	Percentage of Teacher Involvement ^b
23		Ao-To*	W-Wo*		8
24	C-A* C-T*			C-Ao* C-To*	13
25					32
26					37
27					43
28					10
29					17
30					18
31			W-Wo*		11
32			W-Wo*	C-Ao* C-To**	23
33			W-Wo**	C-To*** T-To* C-Ao*	25
34	C-A*		W-Wo**	A-To* C-Ao* C-To**	30
35	C-T*			C-Ao* C-To**	14
36	C-T* C-A*		W-Wo	C-Ao** C-To**	11
37			W-Wo*	C-To**	35
38			W-Wo*	C-To** A-To*	34
39					22
40					19
41					28

TABLE 6 - Continued

Items	Hypotheses				Percentage of Teacher Involvement
	I	II	III	IV	
42					18
43					17
44			W-Wo*		14
45					34
46					20

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item.

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program.

To-Ao = Teacher-Administrator in schools not having a formal guidance program.

W = All personnel (C-T-A) in schools having a formal guidance program

Wo = All personnel (To-Ao) in schools not having a formal guidance program

b Teacher involvement reflects an n = 238

It was evident in hypothesis three that the "without" guidance group was in agreement, insofar as the area of testing was concerned. They felt that the counselor should perform the scoring services. Their feelings parallel those ideas presented above in the discussion of the first hypothesis.

Further emphasis for the counselor to score tests is seen when one examines the fourth hypothesis in Table 6. Without exception the "without" guidance personnel were in favor of the counselor performing the scoring service. They differed essentially with counselors. Now should a "without" guidance school adopt a formal guidance program, it may be necessary for the administrator, counselor, and teachers to re-evaluate the goals of the total testing program and the inherent tasks of same, e.g., administration, scoring, recording, and interpretation. Since it is commonly believed, at

present, that the counselor will be working very closely with teachers, it follows that cooperation and understanding is basic to success. Possibly if each view scoring of tests as the other's responsibility, then a potential conflict may exist prohibiting optimum development of the guidance program.

When one examines the percentage of teacher involvement it is clear that only a small per cent of all respondents believed the teacher should have any responsibility at all. Similarly, the responses for the administration of tests section, reflects a feeling that teachers should have little to do with the exception of possibly administration of standardized group ability and achievement tests.

Records Services

Pertinent data about children must be maintained in any school system. The completeness of the records will vary from school to school. However, relative to all schools are two questions: what is essential information as required for professional operation and by school codes, and secondly, how can record information be used to help the children? It is important to distinguish between the general information typically contained in the cumulative folder system and information considered confidential by the counselor in his contact with individual children. Questions covering this area follow in Table 7.

TABLE 7
RECORDS SERVICES QUESTIONS

Items	
47	Plans, implements and coordinates and evaluates the Cumulative Record Folder system.
48	Maintains the Cumulative Record Folders (Ex. - recording of test results, personal history, etc.)
49	Maintains a separate and confidential Personal Record Folder as distinguished from the Cumulative Record Folder (Ex. - items such as disciplinary action, correspondence with parents, etc.).

- 50 Maintains a separate and confidential Counseling Record Folder as distinguished from the Cumulative and Personal Record Folders.
- 51 Discusses with parents the Cumulative Record Folder information.
- 52 Discusses with parents the Personal Record Folder information.
- 53 Discusses with parents the Counseling Record Folder information with the consent of the child.
- 54 Discusses with parents the Counseling Record Folder information without the consent of the child.
- 55 Maintains a complete and up-to-date medical history as part of the Cumulative Record Folder.

There were four of nine items under hypothesis one, in Table 8, page 40, which indicated significant comparisons between personnel. In three of the items (47, 50, and 54) the counselors differed with their administrators. This could mean that their respective job perceptions may be in conflict which if true, could lead to some problems in the operation of a smooth guidance program. Essential to any successful school program is administrative support.

In this area of records there was no significant finding between the personnel (teachers and administrators) in the "without" guidance category under the second hypothesis.

The two items (48 and 50) in which there were significant differences under the third hypothesis indicated that the "without" guidance group felt the counselor should assume the responsibility for the recording and maintenance of the records system.

Five out of the six comparisons, which were significant in items 52, 53, 54, and 55, depicted the "without" guidance group as believing the counselor should discuss confidential information about a child with the parents. In one item (54) there was agreement between counselors and administrators, in "with" guidance programs, that a counselor should not discuss confidential information without the consent of the child.

TABLE 8

RECORD SERVICES

CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	Hypotheses				Percentage of Teacher Involvement ^b
	I	II	III	IV	
47	C*-A				25
48			W-Wo**		43
49					23
50	C**-A				4
51					33
52				C-Ao*	21
53	A*-T			A*-To	6
54	C-A* C-T*			C-To** A-Ao** C-Ao*	7
55			W-Wo*	A-To*	24

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item.

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program.

To-Ao = Teacher-Administrator in schools not having a formal guidance program.

W = All personnel (C-T-A) in schools having a formal guidance program.

Wo = All personnel (To-Ao) in schools not having a formal guidance program.

b Teacher Involvement reflects an n = 238

The difference between these two groups may be explained partially by the fact that a lack of awareness exists as to what constitutes confidential information.

In item 53 the teachers of both the "with" and "without" guidance groups differed significantly with administrators about discussing confidential information with the consent of the child. It would seem that some orientation

would be in order explaining the nature of counselor's records and their use and misuse.

The one item (48) which had a significantly high (43%) response for teacher involvement dealt with maintaining and recording information in the cumulative folder. This is something of an acknowledgement on the part of the respondents that the teacher should be involved with some professional clerical duties.

Information Services

This section of the study dealt with the dissemination of guidance information to groups and to individuals. The types of information to be presented included the following: educational, occupational, and personal-social. With the pressures being brought to bare on individuals regarding the attainment of the highest possible level of education and, similarly, the effects of automation on the job market, it becomes increasingly important that a new and vital look be given to elementary education programs. Guidance may serve an even more important role in elementary guidance than now perceived. Table 9 presents the items of this area.

TABLE 9

INFORMATION SERVICES QUESTIONS

Items

- 56 Plans, implements and coordinates the use of educational, occupational, and personal-social guidance materials. (Ex. - audio-visual aids, speakers, printed information, etc.)
- 57 Secures the necessary materials for use in educational, occupational, and personal-social guidance in the classroom.
- 58 Conducts educational group guidance sessions in the classroom.
- 59 Conducts educational guidance sessions on an individual basis.
- 60 Conducts occupational guidance sessions on a group basis in the classroom.
- 61 Conducts occupational guidance on an individual basis.
- 62 Conducts personal-social guidance sessions on a group basis in the classroom.
- 63 Conducts personal-social guidance sessions on an individual basis.

TABLE 9 - Continued

Item	
64	Recommends instructional material concerning the world of work which may be integrated into the curriculum.
65	Provides specialized guidance information to individuals on "how to study."
66	Provides specialized guidance information to teachers on "how to study."
67	Conducts group guidance classes with students on "how to study."

In the area of informational services there were the fewest significant differences of any area in the study. The lack of an appreciable number of significant differences shown in Table 10 suggests that the content may not have been clear or the potential significance was foreign to their way of thinking. If the latter is true, then a very critical need for inservice training programs exists, as well as, implications for teacher preparation programs. The relatively low percentage figures of teacher involvement may tend to support the interpretation that some school personnel are unaware of the pressures stated above as they relate to children in elementary school. The "without" group did, however, view the counselor as conducting group occupational classes.

TABLE 10
INFORMATION SERVICES
CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	Hypotheses				Percentage of Teacher Involvement ^b
	I	II	III	IV	
56					28
57					32
58	C*-T			C*-To	33
59					16
60			W-Wo*		32
61					12
62	C-T*				34

TABLE 10 - Continued

Items	I	II	Hypotheses III	IV	Percentage of Teacher Involvement
63					17
64					25
65					38
66					8
67					37

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signified which group was in favor of the item.

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program

To-Ao = Teacher-Administrator in schools not having a formal guidance program

W = All personnel (C-T-A) in schools having a formal guidance program

Wo = All personnel (To-Ao) in schools not having a formal guidance program

b Teacher Involvement reflects an n = 238

Referral Services

Acknowledged as being important to any sound guidance program are the referral techniques and sources. The establishment of referral procedures is important but who establishes them is, also, very important. If there is confusion as to who should do it, the student needing the help may suffer.

There is a distinct difference between the procedure which may be established and the inclusion of the administrator in the chain of referral.

Possibly this is why the administrators reacted against the other personnel.

The administrator should be involved in the referral process, however, whether he has to establish the procedure or not is relatively less important than making sure the procedure has been established.

The seven items of Table 11 relate to establishing criteria and procedures

for referral.

TABLE 11

REFERRAL SERVICES QUESTIONS

Items

- 68 Establishes procedures for in-school referrals (counselor, school psychologist, school social worker, etc.)
- 69 Establishes procedures for referral to out-of-school agencies and specialists (psychiatrists, psychologists, speech therapist, child welfare clinic, etc.)
- 70 Establishes procedures for identifying children who need special help with personal-social problems.
- 71 Establishes procedures for identifying children who need special help with academic problems.
- 72 Establishes criteria for screening children for placement in the gifted and slow-learners groups.
- 73 Establishes criteria for screening children for placement in heterogeneous and homogeneous groupings.
- 74 Serves as a specialist for children in need of remedial help in reading and arithmetic.

It would seem that in the first hypothesis, Table 12, the administrators in the "with" guidance category were at odds with the counselors and teachers in the "with" guidance group regarding who should be responsible for establishing the referral procedures.

Neither the second or third hypothesis presented significant differences between groups of personnel. The lack of such differences may imply general agreement that the counselor should perform the task. However, it may indicate that it is a minor point as to who should be responsible for establishing referral procedures. It is this latter point, with which this write would agree. The important this is to make sure that the individual who needs assistance receives it.

REFERRAL SERVICES

CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	Hypotheses				Percentage of Teacher Involvement ^b
	I	II	III	IV	
68	A-T*			A-To* A-Ao*	10
69	A-T*			A-To**	7
70					24
71	C**-A			C*-To C*-Ao	45
72					43
73					39
74					25

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program

To-Ao = Teacher-Administrator in schools not having a formal guidance program

W = All personnel (C-T-A) in schools having a formal guidance program

Wo = All personnel (to-Ao) in schools not having a formal guidance program

b Teacher Involvement reflects an n = 238

In the fourth hypothesis on items 68 and 69, the administrators in the "with" guidance group differed significantly with the teachers and administrators in the "without" group. Perhaps there is some unknown factor which may explain why the administrators in the "with" guidance schools feel as they do.

In item 71 the administrators of both categories differed with the counselors about procedures identifying children who need special academic help. This seems peculiar because the role of a counselor is one which augments the total staff in their attempt to attain optimum learning situations.

Possibly the counselor is viewed with suspicion and/or as a threat to the "traditional" role of the administrator.

Two of the items (71 and 72) indicated the highest percentage of teacher involvement for the category. The significance here might center around the need to retain the teachers' role in academic grouping and analysis as opposed to the counselor performing the function.

Counseling Services

Counseling of elementary school children is viewed differently. Some conceive it as constituting the entire time that a counselor spends in school. Others perceive individual counseling as a small portion of their time while working more extensively as a consultant to teachers and parents. In any event, counseling is established as being needed and thus, an important integral part of the school program. The various philosophies of counseling that exist were not a part of the investigation of this study.

The eleven items under counseling services are listed in Table 13.

TABLE 13

COUNSELING SERVICES QUESTIONS

Items	
75	Plans, implements, and coordinates the counseling services performed in the school.
76	Utilizes tape recorders in the counseling sessions.
77	Conducts counseling sessions on an individual basis with students having academic problems.
78	Conducts counseling sessions on an individual basis with students having personal-social problems.
79	Conducts counseling sessions with small groups of students having academic problems.
80	Conducts counseling sessions with small groups of students having personal-social problems.
81	Utilizes the cumulative record information as a means of understanding and helping children.
82	Utilizes the <u>Personal Record</u> (see item 49) information as a means of understanding and helping children.
83	Schedules conferences with all children who indicate a need for counseling.

Items

- 84 Conducts individual conferences with children who have deep-seated emotional problems.
85 Conducts play-therapy.

Out of the eleven items in this category there were three of them (79, 80, and 84) in which significant differences occurred in the first hypothesis. (Table 14)

In items 79 and 80 the counselors differed significantly from the teachers and administrators in the "with" guidance group. Here the idea was to deal with small groups of children presenting similar problems. The reasons for such a group counseling approach are both theoretical and practical. Theoretically, it is possible for a skilled counselor to function in a small group setting successfully, and help children through such a means. Practically, elementary school counselors are in such short supply and such great demand that it becomes economically advantageous to attempt such an approach.

Apparently, in item 84, the teacher in the "with" guidance group views the counselor as a therapist. This then argues for a certain type of professional training with which the counselor does not agree. Again it points out an area of potential conflict of role expectations which must be considered by school personnel.

With only one significant difference in each of the second and third hypotheses, it is unwise to make any generalizations.

The points discussed under the first hypothesis relative to items 79 and 80 would apply to the discussion of the fourth hypothesis. There is the possibility that the teachers and administrators feel there may be a problem in taking children out of class and/or stigma in grouping such children

together. If this interpretation were true then here again further investigation would be in order.

TABLE 14

COUNSELING SERVICES

CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	I	II	Hypotheses III	IV	Percentage of Teacher Involvement ^b
75					8
76					2
77					27
78					15
79	C*-A C**-T			C*-To C*-Ao	22
80	C*-A C*-T			A**-To C*-To	13
81					38
82		Ac-To*			30
83					17
84	C-T*		W-Wo*	C-Ao* C-To*	7
85					17

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program

To-Ao = Teacher-Administrator in schools not having a formal guidance program

W = All personnel (C-T-A) in schools having a formal guidance program

Wo = All personnel (To-Ao) in schools not having a formal guidance program

b Teacher Involvement reflects an n = 238

As in hypothesis one, the respondents in item 84 of hypothesis four concurred that the counselor should work with deep-seated emotional problems.

There is one implication which must be considered and that is the lack of referral agencies in a community or if they exist the cost may be prohibitive. Thus, the "without" guidance personnel might be expressing a need which probably will not be resolved through a guidance program.

Thirty-eight per cent of the respondents felt that the teacher should be involved with item 81 and this one dealt with cumulative record information. It is somewhat important to note that the percentage was not higher. The low figure may indicate that the information typically contained in cumulative folders is not designed to help the classroom teacher, teachers do not know how to use the information, or teachers do not find the information helpful.

Service to Staff

Next to counseling, per se, service to staff may be the most important function a counselor could perform. The recommended maximum student-counselor ration, (North Central Regional Accreditation Association) is 600 to one at the high school level, however, it is 1,000 to one at the elementary school level. From a pure operational point of view, it follows that a counselor would not have time to spend as much of his time dealing with individual children. Thus, he would have the possibilities of working with groups of children, with individual children, and with individual teachers. The value of working with teachers would be that the teachers could follow through with the implementation of suggestions made by the counselor and under the supervision and direction of him, too. Table 15 contains the items in this category.

Without exception, all of the comparisons indicated the counselor to be significantly more in favor of the items than the teachers and administrators in the "with" guidance program. It appears that the counselors are clear in

their perception of this particular service as being a distinct part of their responsibility while their colleagues present the dissenting or less positive view points.

TABLE 15

SERVICE TO STAFF QUESTIONS

Items	
86	Conducts class sessions in the area of mental health.
87	Conducts class sessions in the area of social behavior.
88	Plans and implements in-service programs in the areas of guidance and counseling for the staff.
89	Provides and conducts in-service program for the staff concerning the student orientation services.
90	Provides and conducts in-service program for the staff concerning the student guidance services.
91	Provides and conducts in-service program for the staff concerning the student counseling services.
92	Provides and conducts in-service program for the staff in the use of pupil appraisal techniques.
93	Provides and conducts in-service program for the staff in the meaning, use, and interpretation of standardized tests and inventories.
94	Provides and conducts in-service program for the staff in the effective use of school record information.
95	Provides and conducts in-service program for staff in the understanding of inter-staff relationships and inter-staff responsibilities (counselor-staff-specialist-administrator).
96	Provides and conducts in-service program for the staff in the area of pupil mental health in the classroom.
97	Provides guidance materials and equipment for teacher use in the classroom.
98	Provides teacher with information about disposition of a referral and with that information usable by her in working with the child in school.
99	Provides teachers with usable information about the child, who has seen the counselor as a result of other than teacher referral, in order to better work with him in the school.
100	Provides suggestions for curriculum study and revision.
101	Provides conferences with teachers to discuss individual children.
102	Provides leadership for the guidance committee.
103	Assists the teacher in conducting teacher-parent conferences - prior to and/or during the conference.
104	Assists the teacher - at her request - by furnishing suggestions based on observations of the classroom processes.
105	Provides opportunities for individual staff members to discuss their school concerns.
106	Provides opportunities for individual staff members to discuss their personal concerns.
107	Provides opportunities for small groups of staff members to discuss their school concerns.

TABLE 15 - Continued

Items

108 Provides the administration with information about community agencies for those staff members who may be in the need of special help.

In considering the results under the first hypothesis, which dealt with comparisons of the personnel in the "with" guidance category, there were significant differences in thirteen of the twenty-three items. (Table 16)

With this type of response pattern it is evident that much staff orientation is needed if counselors are to function optimally with their fellow teachers in a quasi supervisory position. Perhaps the administrator resents the possibility of the counselor operating in an advisory capacity. It may be well for school personnel to think through exactly what are their hesitations. The common goal should be to help children as best as possible.

It is interesting to note that in the second hypothesis of the three significant findings, all three results were the same. Namely, the teachers were in favor of the counselor performing the respective tasks while the administrators were opposed. The teachers were in agreement with the counselors when comparing the results to the first hypothesis.

TABLE 16

SERVICE TO STAFF

CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	Hypotheses				Percentage of Teacher Involvement ^b
	I	II	III	IV	
86					13
87					35
88	C**-A				7
89	C*-A			A-To**	10
90	C*-A				8
91					5
92					8

TABLE 15 - Continued

Items	I	II	Hypotheses III	IV	Percentage of Teacher Involvement
93					7
94	C*-T				6
95		Ao-To*			5
96	C*-T			C*-Ao C*-To	7
97					8
98	C**-A C*-T			C*-Ao	4
99	C*-A				2
100					30
101	C*-A	Ao-To*			6
102					2
103	C*-A			C*-Ao	9
104	C*-A	Ao-To*		C*-Ao	4
105	C**-A C**-T			C*-Ao C*-To	3
106	C*-T			T-Ao*	3
107	C*-A			C**-Ao T-To*	4
108					2

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program

To-Ao = Teacher-Administrator in schools not having a formal guidance program

W = All Personnel (C-T-A) in schools having a formal guidance program

Wo = All Personnel (To-Ao) in schools not having a formal guidance program

b Teacher Involvement reflects an n = 238

There were no significant findings in the third hypothesis.

As was the case in the first hypothesis, the results of the fourth hypothesis depicted counselors as significantly more in favor of performing the given tasks than were the administrators and teachers of the "without" guidance group. The results of these two hypotheses indicate possibly the widest consistent difference of opinion which was presented by this instrument. The counselors perceive service to staff as apparently being very important. If this holds true then there are implications as to the nature of the counselors relationship with his fellow teachers. Some questions might be: (1) should the counselor receive some special training in working with adults? (2) should the counselor be placed at the same line - staff position as the teacher? (3) should there be someone, besides the counselor performing the tasks? and (4) should the service to staff be omitted entirely from the realm of any school personnel?

Items 105, 106, 107, and 108 were included to see if teacher's personal needs were such that provision should be made to accommodate them. In three of the four items the counselors perceived them as important while other school personnel in both the "with" and "without" groups differed. The difference cannot be attributed to the absence of a need, but rather to several other possibilities. First, it is conceivable that the school personnel felt that it would be unwise to confide in a colleague; second, it may have been that the school personnel perceived the counselor as not being trained to handle their particular problems; third, administrators may have felt that this is beyond the scope of the public educational system.

As was expected, the percentage of teacher involvement was the lowest of all areas of the questionnaire since they would naturally be the recipients

of any such program.

Service To Parents

Parents have a very special role in schools since it is they who constitute school boards and help develop policy. It is they who the teacher contacts about their children's academic growth. It is parents who must follow through with recommendations from the school. It is the parents who have been placing more and more responsibility on the shoulders of school personnel which in the past was the responsibility of parents.

When one considers one goal of education, that of helping each child develop to his maximum potential, it is obvious that not only all school personnel must be involved, but, also parents. The types of services to be provided are presented in Table 17.

TABLE 17

SERVICE TO PARENTS QUESTIONS

Items	
109	Provides information to parents about rules, regulations and teacher and school expectancies.
110	Plans, provides, and disseminates to parents and community information about the guidance and counseling services available to children.
111	Conducts individual parent conferences in regard to children having academic problems.
112	Conducts individual parent conferences in regard to children having personal-social problems.
113	Conducts individual parent conferences in regard to family problems directly affecting child's behavior in school.
114	Conduct individual parent conferences to discuss a child's need of help, such as special classroom or agency referral (EMH, hearing impaired, psychological, health, etc.)
115	Conduct small group conferences with interested parents of children having similar problems.
116	Conducts large group parent-staff meetings for the purpose of developing positive home-school relationships.
117	Conducts individual counseling sessions with parents who desire it for themselves-if the family problem is affecting the child's adjustment in school.
118	Provides information about community agencies to parents who themselves are in need of further help.
119	Provides groups of parents with the information for their children's transition from one grade level to another.

SERVICE TO PARENTS

CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	I	II	Hypotheses III	IV	Percentage of Teacher Involvement ^b
109					28
110	C*-A			C*-Ao	32
111	C**-A A-T*			C*-Ao	50
112	C*-A			C**-Ao	37
113					23
114	C**-A A-T*				29
115		Ao-To*			12
116					15
117					8
118					10
119				C*-Ao	30

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program

To-Ao = Teacher-Administrator in schools not having a formal guidance program

W = All personnel (C-T-A) in schools having a formal guidance program

Wo = All personnel (To-Ao) in schools not having a formal guidance program

b Teacher Involvement reflect an n = 238

Hypothesis one, Table 18, depicted six significant differences, among school personnel in items 110, 111, 112, and 114. Hypothesis four presented almost identical results. In these items the counselors and teachers were alike in their responses. The administrators were the ones who differed with

with the counselors and teachers. It may be that the administrators felt the teacher or they themselves should be the agent of the school in parent-school contacts. It also could have been that the administrators perceived this type of service as unnecessary. If so, then a basic philosophical difference exists between counselors and administrators. Should the counselor perceive his role as including a service to parents and the administrator does not, a serious conflict would possibly arise.

The respondents believed that the teacher should be involved in performing the service as described in items 111 and 112 at a much higher percentage than the figures for the other items in this section. Traditionally the teacher has always been directly involved with this type of parental contact.

Evaluation

Basic to a sound educational program is evaluation and subsequent alterations to improve the learning situation. It seems to this writer that all too frequently when evaluation is conducted, the results are not carried through to revising processes or systems. The reluctance or hesitancy to make revisions could be explained as not being economically possible. This type of response is often a rationalization for some personally known or unknown barriers. With the significance society has been placing and probably will continue to place on education, it is imperative that a constant program of evaluation and analysis be conducted in schools. When one examines most school systems the one person who has had the most statistical and research training is the school counselor. This being the case, at least two alternatives exist: first, the counselor could be given the full responsibility or second; a new specialist needs to be added to our school staffs. There are some implications here for graduate schools and for individuals

possessing an aptitude for this type of work.

An analysis of Table 19 will indicate the nature of evaluation as conceived for this study.

TABLE 19

EVALUATION QUESTIONS

Items	
120	Plans and implements evaluation processes of all student guidance and counseling services performed in the school.
121	Develops local norms for standardized tests employed in the school when necessary.
122	Serves as a resource person to the staff concerning use of research and statistical methods.
123	Conducts follow-up studies of academic groupings of students based on school's placement criteria (homogeneous, heterogeneous, or ungraded classes.)
124	Develops criteria for the identification of potential drop-outs.
125	Conducts follow-up studies of potential drop-outs.
126	Develops criteria for the identification of potentially gifted students.
127	Conducts follow-up studies of gifted students.
128	Develops criteria for the identification of slow-learners.
129	Conducts follow-up studies of slow-learners.
130	Evaluates the results of in-school referrals.
131	Evaluates the results of out-of-school referrals.
132	Evaluates the degree to which students perceive their needs being met by the existing guidance and counseling services.
133	Evaluates the degree to which parents feel that the guidance and counseling program meets the needs of their children.
134	Evaluates the degree to which the staff feels that the guidance and counseling program helps them to meet the needs of their pupils.
135	Evaluation of the distribution of time and effort expended by the counselor.
136	Evaluation of the outcomes of counseling with individuals and groups.

Essentially, in this section, it is necessary to consider the first and fourth hypothesis results together, then the following observations are in order. The teachers from the "without" guidance group were like the counselors in their overall response in favor of the services indicated in the items. The administrators from both the "with" and "without" groups were less favorably inclined.

TABLE 20

EVALUATION

CHI-SQUARE COMPARISON OF PERSONNEL^a

Items	I	II	Hypotheses III	IV	Percentage of Teacher Involvement ^b
120	C**-A A-T*			C*-To C**-Ao	13
121	C*-A				11
122					3
123					10
124				A-To**	25
125				T-To* A-To**	10
126				A-To**	29
127				T-To* A-To**	10
128					28
129					13
130				A-To**	15
131					9
132					19
133	C*-A				14
134					19
135	C*-A				9
136					16

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item

a C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program

To-Ao = Teacher-Administrator in schools not having a formal guidance program

W = All personnel (C-T-A) in schools having a formal guidance program.

Wo = All personnel (to-Ao) in schools not having a formal guidance program.

b Teacher Involvement reflects an n = 238

The absence of significant results in the second and third hypothesis may indicate agreement that the counselor should or should not perform the service. To generalize beyond this point would be inadvisable.

Administrative Duties

Fourteen items were singled out, presented in Table 21, which pertained to an administrative function. The purpose being to see to what extent, if any, the counselors perceived their role as being administrative.

TABLE 21

ADMINISTRATIVE DUTIES QUESTIONS

Items	
10	Plans, implements and coordinates the school orientation program.
43	Plans, implements and coordinates the school testing program.
47	Plans, implements and coordinates and evaluates the Cumulative Record Folder system.
56	Plans, implements and coordinates the use of educational, occupational, and personal-social guidance materials. (Ex. - audio-visual aids, speakers, printed information, etc.)
68	Establishes procedures for in-school referrals (counselor, school psychologist, school social worker, etc.)
69	Establishes procedures for referrals to out-of-school agencies and specialists (psychiatrists, psychologists, speech therapist, child welfare clinic, etc.)
70	Establishes procedures for identifying children who need special help with personal-social problems.
71	Establishes procedures for identifying children who need special help with academic problems.
72	Establishes criteria for screening children for placement in the gifted and slow-learners group.
73	Establishes criteria for screening children for placement in heterogeneous and homogeneous groupings.
75	Plans, implements, and coordinates the counseling services performed in the school.
88	Plans and implements the in-service program in the areas of guidance and counseling for the staff.
110	Plans, provides and disseminates to parents and community information about the guidance and counseling services available to children.
120	Plans and implements evaluation processes of all student guidance and counseling services performed in the school.

It was believed that if the counselor perceived himself as performing in an administrative capacity or if others perceived him as such, there are some

points to consider. Namely, the counselor might command a higher salary, making his services prohibitive; he might be in the need of some special professional administration courses; he may be in conflict with other staff if he were not placed in an authoritative position.

TABLE 22
ADMINISTRATIVE DUTIES

ITEMS	Hypotheses			
	I	II	III	IV
10	C*-A			C*-Ao A-To*
43				
47	C*-A			
56				
68	A-T*			A-Ao* A-To*
69	A-T*			A-To*
70				C*-Ao
71	C**-A			C*-To
72				
73				
75				
88	C**-A			
110	C*-A			C*-Ao
120	C**-A			C**-Ao C*-To

Chi-square degrees of freedom = 3

* Significant at or beyond .05 level of confidence

** Significant at or beyond .01 level of confidence

The placement of the asterisk signifies which group was in favor of the item
C-T-A = Counselor-Teacher-Administrator in schools having a formal guidance program

To-Ao = Teacher-Administrator in schools not having a formal guidance program

In Table 22 the results of hypothesis one indicated that the counselor did perceive himself as performing certain administrative functions. Also, the counselors were in disagreement with the administrators. This type of potential conflict would not be conducive to a good working relationship.

As in a few of the other areas of the instrument, there were no significant findings in either the second or third hypothesis.

However, in the fourth hypothesis the teachers from the "without" guidance group were like the counselors in that they disagreed on some of the items, with the administrators. Apparently, the teachers in both the "with" and "without" groups felt strongly enough about items 68 and 69 as compared to administrators, to view the counselor as being responsible for referral.

Factorial Analysis

A different dimension was added to this study through factor analysis. The idea being to see if, by treating the data in a different manner, some factors might arise other than those identified in the original development of the questionnaire.

Five factors were singled out with a minimum factor loading of .40 and labeled subjectively with the number of items in each factor ranging from thirteen to nineteen. Only those comparisons which were significant were indicated in the tables.

Leadership

The first factor, leadership, included items encompassing and pertaining to such activities as establishing educational criteria, to planning activities, to the conducting of studies. (Table 23)

There were four significant group differences, two each in hypothesis one and four, which can be seen in Table 24. In all four instances the administrators, irrespective of whether or not they were in the "with" or "without" guidance groups, were in favor of the counselor performing the

leadership function. The counselors differed with both groups of administrators as did the teachers.

TABLE 23

FACTOR I - LEADERSHIP QUESTIONS

Items

- 69 Establishes procedures for referrals to out-of-school agencies and specialists (psychiatrists, psychologists, speech therapist, child welfare clinic, etc.)
- 70 Establishes procedures for identifying children who need special help with personal-social problems.
- 75 Plans, implements, and coordinates the counseling services performed in the school.
- 94 Provides and conducts in-service program for staff on the understanding of inter-staff relationships and inter-staff responsibilities (counselor-staff-specialist-administrator).
- 99 Provides teachers with usable information about the child, who has seen the counselor as a result of other than teacher referral, in order to better work with him in the school.
- 112 Conducts individual parent conferences in regard to children having personal-social problems.
- 113 Conducts individual parent conferences in regard to family problems directly affecting child's behavior in school.
- 114 Conduct individual parent conferences to discuss a child's need of help, such as special classroom or agency referral (EMH, hearing impaired, psychological, health, etc.)
- 120 Plans, and implements evaluation processes of all student guidance and counseling services performed in the school.
- 124 Develops criteria for the identification of potential drop-outs.
- 125 Conducts follow-up studies of potential drop-outs.
- 126 Develops criteria for the identification of potentially gifted students.
- 127 Conducts follow-up studies of gifted students.
- 128 Develops criteria for the identification of slow-learners.
- 129 Conducts follow-up studies of slow-learners.
- 130 Evaluates the results of in-school referrals.
- 131 Evaluates the results of out-of-school referrals.
- 133 Evaluates the degree to which parents feel that the guidance and counseling program meets the needs of their children.
- 136 Evaluation of the outcomes of counseling with individuals and groups.

Possibly the need for a new educational specialist is underscored by these results. This person may be an educational analyst (researcher) who implements theory through study. Perhaps it is an extension of what we now have in the curriculum specialist. It might be that it is a refinement of what some counselors are doing presently.

TABLE 24

FACTOR I - LEADERSHIP

t TEST FOR SIGNIFICANT DIFFERENCES BETWEEN TWO MEANS

Hypotheses	Groups	t	df	p >
I	C-A*	3.5000	18	.01
	T-A*	2.5172	24	.01
IV	C-Ao*	2.3818	47	.05
	A*-To	2.3982	113	.02

* Indicates group with highest mean value

There are definite implications as to what his role should be and, also, implications for school personnel to give serious consideration to this potentially new concept.

Psychometrics

The label attached to Factor II covers those items dealing with the administration, scoring, and recording of tests.

TABLE 25

FACTOR II - PSYCHOMETRICS QUESTIONS

Items	
24	Administers individual intelligence tests such as the stanford-Binet to each child beginning school for the first time.
25	Administers group intelligence tests.
26	Administers other standardized group ability tests.
27	Administers other standardized group achievement tests.
29	Administers standardized group youth inventories.
30	Administers standardized group occupational interest inventories.
31	Scores individual intelligence tests such as the Stanford-Binet.
32	Scores standardized group intelligence tests.
33	Scores standardized group ability tests.
34	Scores standardized group achievement tests.
35	Scores standardized group youth inventories.
36	Scores standardized occupational inventories.
37	Records standardized intelligence test scores on the cumulative record.
38	Records standardized group intelligence, ability and achievement tests and youth inventories on cumulative record.
48	Maintains the Cumulative Record Folders.

TABLE 26

FACTOR II - PSYCHOMETRICS

t TEST FOR SIGNIFICANT DIFFERENCES BETWEEN TWO MEANS.

Hypotheses	Groups	t	df	p >
III	W*-Wo	2.9509	178	.01
IV	C*-Ao	2.2754	47	.05
	C*-To	3.8302	113	.01

* Indicates group with highest mean value

The one aspect of testing, covered in the questionnaire, but which did not show up in this factor was that of test interpretation. The results of the t tests indicate that the counselors plus all personnel in the "with" guidance category perceive the counselor as performing the testing functions. The personnel opposing same included both the teachers and administrators of the "without" guidance group. (Table 26)

Questions left unanswered include the following: (1) what is there about test interpretation that it was excluded from the factor? (2) did the "without" guidance group feel the tests are such that teachers could adequately administer, score, and record them? (3) did any of the personnel feel that interpretation is not important?

Interpretation Expert

The nature of the items in the third factor include items dealing with test interpretation, diagnoses, and informational services. It is important to note that counselors differed with the administrators and teachers insofar as the latter agreed that the counselor should perform the service. If the assumption as to the nature of this factor is correct, then it is evident that the counselor's perceived role is in conflict with the other school personnel's

perception of the counselor.

TABLE 27

FACTOR III - INTERPRETATION EXPERT QUESTIONS

Items

- 10 Plans, implements and coordinates the school orientation program.
- 39 Interprets group standardized test and inventory results to students in groups.
- 40 Interprets group standardized test and inventory results to students individually.
- 41 Interprets group standardized test and inventory results to parents individually.
- 42 Interprets group standardized test and inventory results to small groups of parents
- 45 Uses standardized test results for diagnostic purposes in curriculum planning and placement of students.
- 47 Plans, implements and coordinates and evaluates the Cumulative Record Folder system.
- 57 Secures the necessary materials for use in educational, occupational, and personal-social guidance in the classroom.
- 58 Conducts educational group guidance sessions in the classroom.
- 60 Conducts occupational guidance sessions on a group basis in the classroom.
- 62 Conducts personal-social guidance sessions on a group basis in the classroom.
- 73 Establishes criteria for screening children for placement in heterogeneous and homogeneous groupings.
- 89 Provides and conducts in-service program for the staff concerning the student orientation services.

TABLE 28

FACTOR III - INTERPRETATION EXPERT

t TEST FOR SIGNIFICANT DIFFERENCES BETWEEN TWO MEANS

Hypotheses	Groups	t	df	p>
I	C-A*	3.6661	18	.01
	C-T*	2.1272	24	.02
IV	C-To*	2.3891	113	.05
	A*-Ao	1.9497	47	.05

* Indicates group with highest mean value

The result of comparing factor two to factor three indicates that the groups apparently separate interpretation out of the functions associated

with testing.

Resource Specialist

There were eighteen items in factor four which dealt with such things as orientation and providing staff with a resource to discuss concerns, either common or personal in nature. The significant differences depicted counselors as being opposed to their performing the given tasks.

TABLE 29

FACTOR IV - RESOURCE SPECIALIST

Items

- 1 Pre-enrollment conference with parents of children new to the school.
- 2 Pre-enrollment conference with each child beginning school for the first time.
- 4 Pre-enrollment conference with each child transferring into school.
- 5 Introduce the child to the school facilities he may need to use at his grade level.
- 6 Conference with each child transferring into the school after school starts.
- 7 Prepares pupils (as a group) for entrance into the next grade level.
- 8 Prepares students at the beginning of school to help them understand rules, regulations, and teacher and school expectancies.
- 9 Provide individual and group activities to help students know each other.
- 103 Assists the teacher in conducting teacher-parent conferences -- prior to and/or during the conference.
- 104 Assists the teacher - at her request - by furnishing suggestions based on observations of the classroom processes.
- 105 Provides opportunities for individual staff members to discuss their school concerns.
- 106 Provides opportunities for individual staff members to discuss their personal concerns.
- 107 Provides opportunities for small groups of staff members to discuss their school concerns.
- 109 Provides information to parents about rules, regulations, and teacher and school expectancies.
- 111 Conducts individual parent conferences in regard to children having academic problems.
- 116 Conducts large group parent-staff meetings for the purpose of developing positive home-school relationships.
- 119 Provides groups of parents with the information for their children's transition from one grade level to another (primary, intermediate, and junior high school).
- 123 Conducts follow-up studies of academic groupings of students based on school's placement criteria (homogeneous, heterogeneous, or ungraded classes).

TABLE 30

FACTOR IV - RESOURCE SPECIALIST

t TEST FOR SIGNIFICANT DIFFERENCES BETWEEN TWO MEANS

Hypotheses	Groups	t	df	p>
I	C*-A	3.7089	18	.01
	C-T*	3.4692	24	.01
II	Ao*-To	2.0831	142	.05
IV	C-To*	2.5307	113	.01
	C-Ao*	3.5514	47	.01

* Indicates group with highest mean value

Apparently, personnel, other than counselors, see a need for counselors performing such duties as covered in the items of this factor. It would be interesting to pursue this difference to see to what extent the difference is real or to what extent the need is real as identified here. Possibly a restructuring of the items with a different basic question could get at some clearer meaning.

Counseling

The composite nature of the items in factor five centered about counseling and techniques which may be employed in a variety of situations.

TABLE 31

FACTOR V - COUNSELING QUESTIONS

Items

- 49 Maintains a separate and confidential Personal Record Folder as distinguished from the Cumulative Record Folder (Ex. - items such as disciplinary action, correspondence with parents, etc.)
- 50 Maintains a separate and confidential Counseling Record Folder as distinguished from the Cumulative and Personal Record Folders.
- 59 Conducts educational guidance sessions on an individual basis.
- 61 Conducts occupational guidance sessions on an individual basis.
- 63 Conducts personal-social guidance sessions on an individual basis.
- 76 Utilizes tape recorders in the counseling sessions.
- 78 Conducts counseling sessions on an individual basis with students having personal-social problems.

TABLE 31 - Continued

Items

- 79 Conducts counseling sessions with small groups of students having academic problems.
- 80 Conducts counseling sessions with small groups of students having personal-social problems.
- 85 Conducts play-therapy.
- 86 Conducts class sessions in the area of mental health.
- 101 Provides conferences with teachers to discuss individual children.
- 108 Provides the administration with information about community agencies for those staff members who may be in need of special help.

The difficult part of analyzing the results of this factor, center around the fact that one would tend to expect the counselors to be in favor of their performing the services rather than other school personnel. It seems additional study will have to be conducted before further analysis of the results can be made. It is not clear as to the significance of the results.

TABLE 32

FACTOR V - COUNSELING

t TEST FOR SIGNIFICANT DIFFERENCES BETWEEN TWO MEANS

Hypotheses	Groups	t	df	p>
I	C-A*	2.7139	18	.02
	C-T*	2.3829	24	.05
IV	C-Ao*	2.1614	47	.05

* Indicates group with highest mean value

Teaching Experience

There are two distinct schools of thought which are diametrically opposed. One believes a person must have teaching experience prior to becoming a counselor. The other believes it is not a necessity. The question was stated in "must" terms with a "yes" or "no" response alternative. Of 238 respondents, seventy-two per cent believed the counselor must have teaching experience, seven per cent answered "no" and there were twenty-one per cent

who left the item blank. Six of the ten (60%) counselors answered "yes." 69

It seems clear from the personnel, represented in the sampling of this study, that they are in favor of a person having teaching experience. This means that an individual would need to decide to go into counseling while in undergraduate school, thus giving himself the opportunity of obtaining the necessary professional teacher preparation. A teacher's certificate is generally required, if not teaching experience, before a school will employ a counselor. It does not take into account the position that possibly some other form of experience associated with education may suffice. Nor does the contention that teaching experience is necessary provide for exceptions. Some individuals because of a combination of education, experience, personality and values may become excellent counselors.

It would seem that if school personnel perceive a counselor other than in a teacher to teacher communication frame of reference, there may be some barriers which could deter the success of a guidance program.

Another implication is for the national professional organizations to develop a recruiting orientation plan designed to attract young people to the profession.

Professional Course Preparation

This section of the questionnaire was designed to elicit from the counselors and the administrators of both the "with" and "without" guidance groups, the courses which a person should have in his professional preparation.

When one takes the highest eleven courses in the "required" column, the percentage range is from sixty-two to ninety-six. Table 34. This number of courses is approximately that which would comprise a master's program. In Table 35 there are ten courses which the counselor's perceived as being the most important (percentage range 70 to 90). When comparing the "required"

courses of the two tables (34 and 35) there are eight courses which elicited a common response (141, 142, 144, 151, 152, 154, 155, and 162). The distribution of courses typifies the courses common to most counselor preparation programs at the master's level.

TABLE 33
PROFESSIONAL COURSE PREPARATION

Items

- 141 Principles of Guidance
- 142 Elementary Statistics
- 143 Advanced Statistics
- 144 Basic Tests and Measurements
- 145 Advanced Tests and Measurements

- 146 Individual Intelligence Testing
- 147 Diagnostic Reading and Arithmetic Testing
- 148 Psychological Projective Tests (Ex. - Rorschach Test)
- 149 Construction of School Testing Program
- 150 Advanced Educational Psychology

- 151 Child Psychology
- 152 Psychology of Exceptional Children (gifted and slow-learners)
- 153 Psychology of Learning
- 154 Fundamentals of Counseling
- 155 Counseling in the Elementary School

- 156 Problems in Interviewing and Counseling
- 157 Play Therapy and Sociometric Techniques
- 158 Principles of Psychotherapy
- 159 Counseling in Groups
- 160 Practicum in Counseling

- 161 Group Dynamics
- 162 Techniques of Guidance in the Elementary School
- 163 Communication with Parents
- 164 Information in Guidance
- 165 Social Psychology

- 166 Family Sociology
- 167 Urban/Rural Sociology
- 168 Organization and Administration of Guidance in the Elementary School
- 169 Mental Hygiene
- 170 Psychology of Personality

- 171 Abnormal Psychology
- 172 Introduction to Research Methods
- 173 Experimental Design
- 174 Basic Course in Remedial Reading
- 175 Basic Course in Remedial Arithmetic

It is significant to note that a practicum (160) is not in the top eleven courses, although, it is very close. This is the one course about which counselor educators feel must be a part of the preparation program. However, counselors were overwhelmingly in favor of the practicum. Table 35.

Some counselor educators believe that the preparation period should be two years in length. By taking the courses with a cumulative per cent (required and recommended) of ninety or better, one finds twenty-three courses (Table 34) which would be equivalent to approximately sixty-nine semester hours credit. Then, if one investigates Table 35, the counselors felt that twenty-seven courses or eighty-one semester hours credit would be advantageous on the basis of a cumulative per cent of ninety or better. Both of these figures (69 and 81) are well within or beyond the range of doctoral requirements.

If this extensive preparation is actually perceived as being needed, and thus, becomes required there will be a major critical shortage of counselors in schools. With this amount of education counselors could command salaries beyond which elementary districts could absorb. Also, with that amount of education the individual might be attracted to college level work.

There is another aspect to the difference between required and recommended. There must be an implication that a master's program is sufficient training for the types of services as perceived to be a part of elementary guidance programs. The courses recommended could be taken through undergraduate training or in post graduate courses.

Of the thirty-five courses in the questionnaire at least fifteen per cent of the respondents indicated ten courses as not being required or recommended. Table 34. Most of them were advanced psychologically oriented courses, however,

two of them dealt with special courses in remediation. Apparently, one explanation of the strong feeling in these two areas could be attributed to the fact that they fall within the realm of instructional services and not supporting services such as counseling and guidance. It is interesting to note that in Table 35 the counselors rejected only one course, advanced statistics, overwhelmingly (40%).

These courses were evaluated by counselors and administrators in the field, thus providing a viewpoint from the practical rather than the theoretical level. The most significant implication would be for counselor educators to weigh the results in analyzing their counselor preparation programs.

TABLE 34

PROFESSIONAL COURSE PREPARATION

Items	Per Cent Required	Per Cent Recommended	Per Cent Cumulation	Per Cent Rejected
141	96*	2	98**	2
142	73*	22	95**	3
143	30	53	83	16
144	90*	5	95**	3
145	53	38	93**	7
146	78*	18	96**	3
147	45	45	90**	8
148	35	47	82	17
149	50	45	95**	3
150	60	33	93**	2
151	95*	3	98**	3
152	62*	32	94**	2
153	62*	3	65	3
154	85	2	87	2
155	88*	8	96**	2
156	38	53	91**	3
157	28	55	83	15
158	12	68	80	20
159	42	57	99**	2
160	58	35	93**	5

TABLE 34 - Continued

Items	Per Cent Required	Per Cent Recommended	Per Cent Cumulation	Per Cent Rejected
161	17	62	79	20
162	70*	25	95**	5
163	38	52	90**	8
164	42	52	94**	5
165	35	60	95**	3
166	37	60	97**	0
167	64*	30	94**	3
168	10	72	82	17
169	50	42	92**	7
170	43	52	95**	3
171	37	57	94**	5
172	29	48	77	17
173	8	53	61	33
174	27	40	67	32
175	23	40	63	35

N = 60

* Indicates the highest ranking eleven courses

** Indicates the highest ranking twenty-three courses

TABLE 35

PROFESSIONAL COURSE PREPARATION - COUNSELOR RESPONSES

Items	Per Cent Required	Per Cent Recommended	Per Cent Cumulation	Per Cent Rejected
141	90*	-	90**	10
142	80*	10	90**	10
143	20	40	60	40
144	90*	-	90**	10
145	60	20	80	20
146	60	30	90**	10
147	50	40	90**	10
148	20	60	80	20
149	40	50	90**	10
150	50	30	80	20
151	90*	-	90**	10
152	80*	10	90**	10
153	60	40	100**	-
154	80*	10	90**	10
155	70*	20	90**	10

TABLE 35 - Continued

Items	Per Cent Required	Per Cent Recommended	Per Cent Cumulation	Per Cent Rejected
156	30	70	100**	-
157	40	50	90**	10
158	20	70	90**	10
159	40	50	90**	10
160	90*	10	100**	-
161	40	60	100**	-
162	70*	10	80	20
163	40	40	80	20
164	30	70	100**	-
165	40	50	90**	10
166	50	40	90**	10
167	10	80	90**	10
168	50	40	90**	10
169	60	40	100**	-
170	70*	30	100**	-
171	50	50	100**	-
172	40	50	90**	10
173	10	80	90**	10
174	20	60	80	20
175	20	60	80	20

N = 10

* Indicates the highest ranking ten courses

** Indicates the highest ranking twenty-seven courses

CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose

Since formal elementary school guidance is currently evolving it was the contention of this writer that an objective study should be inaugurated to help determine the role, function, and training of the elementary school counselor.

The major purpose of this study was to investigate what the role of the counselor was perceived to be by comparing counselors, administrators, and teachers operating in schools having a formal guidance program to those administrators and teachers in schools not having a formal guidance program. The personnel were also compared within groups, in addition to the cross-group comparison, thus providing for additional points of view. Two related aspects of the study dealt with the degree to which a teacher should be involved in the performance of the given functions and an analysis of the courses which should possibly comprise an elementary school counselor's professional training.

Procedure

In the 1964-65 academic year, at the time this study was proposed, there were only ten officially recognized and certified formal elementary school (first through sixth grade) guidance programs in Illinois. The counselor, administrator, and three teachers, one each from the second, fourth, and sixth grade levels, were contacted from each of these schools. All ten counselors and administrators responded along with sixteen out of thirty teachers.

The control group consisted of thirty-nine administrators out of eighty

originally contacted, plus 106 of 234 teachers. The personnel represented in these figures were chosen from a random selection of public schools in the State of Illinois.

A 172 item questionnaire was developed with the content covering fourteen different guidance and counseling areas. It was mailed to each of the respondents. The raw data was entered on IBM cards and the statistical analysis was completed on an IBM 7090 unit. Data was subjected to the chi-square test, t tests, and factor analysis.

Findings

Of the 136 items pertaining to specific functions a counselor might perform, fifty-one per cent or sixty-nine items reflected at least one statistically significant group comparison. Thus, it was possible to reject at least one sub-hypothesis of the four basic null hypotheses groups for each of these items.

There were 152 different significant comparisons distributed among sixty-nine items in the four proposed hypotheses groups as follows: fifty-three in the first group; seven in the second group; eighteen in the third group; and seventy-four in the fourth group. The null hypothesis was rejected in each of these instances at least at the .05 significance level.

Hypothesis one dealt with the inter-comparison of counselors, teachers, and administrators, in schools having formal guidance programs. Approximately one-third (53) of the 152 significant differences existed in the first hypotheses group. The counselors and administrators of this group differed in thirty out of the total of fifty-three significant differences. The most variance occurred in the category of service to staff. The administrators and teachers possibly were more alike in their perceptions of the counselor's role

in that they had the least number of significant difference.

The relatively few significant differences found in the second hypothesis, which dealt with a comparison between teachers and administrators in schools not having guidance programs, might tend to indicate that these personnel are in general agreement in their guidance philosophy.

The third hypothesis was concerned with a comparison of all personnel in schools having formal guidance programs to all personnel in schools not having formal guidance programs. There were only eighteen significant differences between the groups in this category. The importance of these few results indicates that there is no overall general agreement as to the role and function of an elementary school counselor.

There were forty-eight per cent of the significant findings in the fourth hypothesis. The hypothesis dealt with the individual comparisons between individual groups of the "with" guidance category and the individual groups of the "without" guidance category.

An important result of looking at the 152 statistically significant differences was the counselors were involved in ninety-one such comparisons. This represented about sixty per cent. In fifty-six of the ninety-one comparisons, the counselors perceived themselves as performing the service. There were no other personnel who presented such a homogeneous response. This could be interpreted to mean that the differences which may exist between the counselor and other school personnel must be handled individually in each situation.

The essential perceptions of the specified school personnel sampled in this investigation are presented in summary fashion. There were eleven areas in which a counselor conceivably could perform services. The areas included

the following:

1. Orientation Services
2. Appraisal Services
3. Testing Services
4. Records System
5. Informational Services
6. Referral Services
7. Counseling Services
8. Service to Staff
9. Service to Parents
10. Evaluation
11. Administrative Duties

In the area of orientation services those personnel in the "without" guidance schools definitely perceived the counselor as performing orientation functions. Personnel in the "with" group possibly could view orientation services as a "non-priority" type service on the basis of overall services provided by a counselor. It was this area which had the highest percentage of teacher involvement. The "without" group apparently were unified in their belief that the counselor should perform various appraisal type services (case studies, autobiographies, and home visitations). Both the "with" and "without" groups perceived the counselor as very actively involved in the testing program from administration to scoring of tests. In the area of records it was the perception of the school personnel that the counselor should be one of the agents making use of the records maintained on the students through sessions with children, parents, and teachers.

The fewest number of significant differences of any of the eleven areas

occurred in information services. The absence of significant findings indicated a general lack of awareness of the significance of this area. Apparently the administrators perceived themselves as performing the leadership role in the area of referral services. In the area of counseling services the teachers in both the "with" and "without" groups viewed the counselor as a therapist dealing with children's deep-seated emotional problems as well as some group work with children. The counselors were unified in their self-perception of performing a service for teachers.

In the area of services to parents the significant findings indicated that counselors should confine their work with parents to those matters directly related to children's academic and personal-social problems. Evaluation services results indicated the counselor should be responsible for the development of criteria for drop-out identification, as well as, identifying gifted children. Also, the counselor should conduct follow-up studies.

In nine of fourteen items, which were identified as those which were administrative in nature, the counselor was perceived as performing the services. The services consisted of such things as planning, implementing, establishing, and conducting related activities.

There were five factors, through factor analysis, which were labeled as follows: Leadership, psychometrics, interpretation expert, resource specialist, and counseling. In leadership the counselor may have been perceived as a specialist assuming a role not now being adequately filled. Although one cannot draw a direct comparison between the factor results (psychometrics) and the chi-square results (testing), the results were strikingly alike. Namely, the counselor was perceived as very involved in the testing program. Related to psychometrics was the factor dealing with the interpretation specialist. The

counselor was perceived as the individual who should interpret tests. The fourth factor, resource specialist, presented another dimension. The counselor was perceived as a resource specialist for the children, staff, and administration. The last factor depicted the staff as being in favor of counseling services.

The factor analysis presented five new dimensions with nineteen significant comparisons. The importance of these factors was in their group meaning. Possibly the grouping of items presented some new aspect to guidance or even an expression of needs prevalent in schools which have not been met.

It was very evident that all personnel sampled in this study were in favor of the counselor having teaching experience prior to assuming the position of a counselor. This was a significant finding since there exists two opposing schools of thought on this question.

The results of the survey of what courses should constitute the counselor preparation program presented some interesting aspects. There was general agreement as to the basic courses which would comprise a master's degree training program. However, teachers and administrators did not see the practicum as being required courses. Forty per cent of the counselors felt the advanced statistics course was not needed in their preparation background.

By taking the courses with the highest affirmative response (required and recommended), a two year preparation program was not out of the realm of possibility. This should stimulate all school personnel to investigate the direction and extent to which counselor preparation programs are moving toward two-year programs.

Conclusions

There was conflict between the personnel's perception of the counselor's

role in one half (69) of the items of the questionnaire. The conflict may or may not be important. If not, there is no problem. However, assuming that conflict either impedes or gives rise to growth, it is important to consider some possibilities related to this study. It was apparent in many of the sixty-nine items that the counselors were at odds with the school administrators. If the counselor perceived his role as consisting of one set of services and the administrator perceived the counselor's role as being something different, the true value of a counseling and guidance program probably would not develop.

There are several reasons why such a conflict may arise. First, the counselor may not have clearly outlined the objectives of the counseling and guidance program to the administrator and staff. Here one would argue for the establishment of a clear line of communication between the two personnel. Second, traditionally, administrators have operated in a quasi-counseling role dictated by lack of resources to employ a counselor and historically there has been an absence of trained elementary school counselors.

The administrator might have a feeling of potential threat from the counselor which may arise from the lack of a clearly defined self-role as administrator. Third, staff members may not support guidance, even if the administrator backs the program, and thus conflict could still remain.

Another possible cause of conflict between counselors and administrators may be the reluctance of school personnel to be receptive to new ideas which may necessitate program or schedule changes. It is a major problem for some schools to work in innovations because of the inflexibility of the daily program. This is related directly to the hesitancy to accept new ideas, i.e.,

inability to shake traditionalism.

Implications

There were implications as a result of this study for counselor education institutions. They will have to weigh carefully the long term needs and objectives of elementary school guidance. In order to do this it will mean standardizing their programs and working together with teacher training institutions for a common orientation and education of prospective teachers and administrators to the role of a counselor. This might help to prevent misconceptions about the counselor's role. The great variety of counselor preparation programs and the quality of same are the strongest arguments for a conscientious effort to develop a uniform approach to elementary school guidance.

Since teaching experience was seen as a requirement for counselors, it would seem advisable for the teacher preparation programs to study their relationship to the counselor training course structure. As an example, an undergraduate student desirous of becoming a counselor should be given the opportunity to enroll in a planned sequence of courses compatible with counselor education programs.

The graduate programs in school administration should consider the implications of the conflict between counselors and administrators. The role of the administrators may be taking a new form calling for a re-evaluation of their preparation programs.

Inasmuch as this study depicted some conflict as to who should perform the stated services, possibly it would be wise to consider some new position allied to the field of guidance. This person might serve as an administrative assistant to the administrator and an assistant to the counselor at the same

time. He could perform routine services, not requiring special training, under the direction of either the counselor or administrator.

Experimental programs at the elementary school level in guidance and counseling could lead to a synthesizing and standardization of services, as well as preparation programs.

The training of elementary school counselors possibly should consist of some special courses in work with parents and staff members. These two areas are virtually ignored in counselor preparation yet in the present study arise as a service to be performed.

Society is placing more and more responsibility on the schools. Bearing this in mind it is imperative that educators, counselor educators, and practitioners in particular look forward with imagination and in depth for the needs of an automated changing society. As has been predicted by educators and government labor analysts children in our elementary schools today will very possibly hold three to five different and unrelated jobs during their productive work time. There were few differences in this study in the information services category which may have been due to a general lack of awareness of this problem.

The wide variance in physical and mental development of elementary school children needs to be given serious consideration when one considers the conflict in perceptions of the counselor's role. It is conceivable that a given service may be performed at the primary level, but not at the upper elementary school level. The approaches and techniques which a counselor may employ at various levels could dictate the type of training he needs.

Professional organizations, from the local to the national levels, will have to give serious thought to long term goals and objectives so that they

be able to study their respective standards. Such things as personnel supply and demand; revolutionary concepts in all areas of education; societal demands; and most importantly, children's needs, present and future, must be understood by all educational groups.

It is the recommendation of this investigator that a replication of this study be conducted, however, not before consideration is given to some points which would strengthen any subsequent study. It would be a distinct advantage to work with a larger sampling of school personnel, especially from schools having formal guidance programs. This was a weakness which could not be controlled in the design of this study. Although there did not seem to be any problem with the clarity of items, there always exists the possibility that the respondents' frame of reference did not coincide with that of the investigator.

Another refinement of this study would be to conduct an analytical study of each of the eleven areas. The purpose would be to investigate the reasons for disagreement which, if determined, could serve a very valuable function in inter-personnel relations. It also might assist in the definition of the role of the counselor.

The results of this study should be compared to similar investigations being conducted in other states. Thus, it would be possible to gain an appreciation of different dimensions, as well as having a greater geographical representation of personnel.

There is room for further investigation of the role, function, and training of elementary school counselors and should be initiated with the objective of refining and clarifying the counselor's role.

APPENDIX A

1964-1965 DEMONSTRATION CENTERS

1. Albion Community Unit #1
Albion, Illinois
John H. Kieser, Principal
James Fulton, Counselor
2. Ingersoll School
Canton, Illinois
Moneta Downs, Principal
John Wortman, Counselor
3. Medgar Evers School
East Chicago Heights, Illinois
Tidye Phillips, Principal
LaVell Wilson, Counselor
4. Highland Elementary School
Highland, Illinois
William Henry, Principal
Roger Kesner, Counselor
5. Forest Road School
La Grange Park, Illinois
Arthur Franson, Principal
Janice Roggenkamp, Counselor
6. Melvin Elementary School
Melvin, Illinois
Charles Roth, Principal
Nancy Hooper, Counselor
7. Maude Johnson School
Rockford, Illinois
John Condie, Principal
JoAnn Anderson, Counselor
8. Troy Community Consolidated School
Joliet, Illinois
Clarence Cremeens, Principal
Dan Whitley, Counselor
9. North Elementary School
Virden, Illinois
Robert Reed, Principal
George Fielding, Counselor
10. Gary Elementary School
West Chicago, Illinois
John Anderson, Principal
Clifford Larkins, Counselor

APPENDIX B

GEOGRAPHICAL DISTRIBUTION OF TEACHERS

<u>REGION</u>	<u>1963-64 TEACHERS</u>	<u>PER CENT OF TEACHERS</u>	<u>NUMBER OF COUNTIES</u>
1	47,767	57	9
2	8,352	11	16
3	7,978	10	20
4	7,720	10	18
5	6,128	7	13
6	4,922	5	26

APPENDIX C

ELEMENTARY SCHOOL GUIDANCE SERVICES QUESTIONNAIRE

STEP 1: Respond to each item by indicating to what degree you feel the elementary school counselor should or should not perform the given service in grades K through 6 by encircling the appropriate letter designation.

Explanation: STRONGLY AGREE (SA) - Means that you feel the counselor himself should definitely perform the service.

AGREE (A) - Means that you feel the counselor himself probably should perform the service.

DISAGREE (D) - Means that you feel the counselor himself should not perform the service.

STRONGLY DISAGREE (SD) - Means that you feel the counselor himself should definitely not perform the service.

STEP 2: If, in answering the items, you feel that the classroom teacher should perform the service, in total or in part, circle the number in front of the item also.

Example: SA (A) D SD (1) Pre-enrollment conference with parents of children new to the school

SA A D SD 1. Pre-enrollment conference with parents of children new to the school.

SA A D SD 2. Pre-enrollment conference with each child beginning school for the first time.

SA A D SD 3. Conference with each child beginning school for the first time after school starts.

SA A D SD 4. Pre-enrollment conference with each child transferring into the school.

SA A D SD 5. Introduce the child to the school facilities he may need to use at his grade level.

SA A D SD 6. Conference with each child transferring into the school after school starts.

SA A D SD 7. Prepares pupils (as a group) for entrance into the next grade level.

- SA A D SD 8. Prepares students at the beginning of school to help them understand rules, regulations, and teacher and school expectancies.
- SA A D SD 9. Provide individual and group activities to help students know each other.
- SA A D SD 10. Plans, implements and coordinates the school orientation program.
- SA A D SD 11. Informs students of available guidance and counseling services.
- SA A D SD 12. Provides information about co-curricular activities in which students can participate.
- SA A D SD 13. Gathers data for the making of case studies of pupils having special learning or home and school social and/or emotional problems.
- SA A D SD 14. Construct sociogram graphs in order to understand peer adjustment relationships.
- SA A D SD 15. Interprets and implements sociogram findings to use in the classroom.
- SA A D SD 16. Uses sociodramas for helping children to understand themselves.
- SA A D SD 17. Uses sociodramas for understanding children in peer groups.
- SA A D SD 18. Uses autobiographies for helping children to express themselves and to gain some understanding of individual children.
- SA A D SD 19. Makes anecdotal records for gaining objective pictures of children.
- SA A D SD 20. Uses anecdotal records for assisting a child to make an academic and/or personal-social adjustment.
- SA A D SD 21. Makes home visitations of children with special problems in order to gain knowledge necessary for helping the children.
- SA A D SD 22. Makes observations of childrens' behavior in out-of-class activities.
- SA A D SD 23. Administers individual intelligence tests such as the Stanford-Binet to selected children.

- SA A D SD 24. Administers individual intelligence tests such as the Stanford-Binet to each child beginning school for the first time.
- SA A D SD 25. Administers group intelligence tests.
- SA A D SD 26. Administers other standardized group ability tests.
- SA A D SD 27. Administers other standardized group achievement tests.
- SA A D SD 28. Administers standardized ability and achievement tests to students (as needed) on an individual basis. (Ex. - transfer students and absentees.)
- SA A D SD 29. Administers standardized group youth inventories.
- SA A D SD 30. Administers standardized group occupational interest inventories.
- SA A D SD 31. Scores individual intelligence tests such as the Stanford-Binet.
- SA A D SD 32. Scores standardized group intelligence tests.
- SA A D SD 33. Scores standardized group ability tests.
- SA A D SD 34. Scores standardized group achievement tests.
- SA A D SD 35. Scores standardized group youth inventories.
- SA A D SD 36. Scores standardized occupational inventories.
- SA A D SD 37. Records standardized intelligence test scores on the cumulative record.
- SA A D SD 38. Records standardized group intelligence, ability, and achievement tests and youth inventories on cumulative record.
- SA A D SD 39. Interprets group standardized test and inventory results to students in groups.
- SA A D SD 40. Interprets group standardized test and inventory results to students individually.
- SA A D SD 41. Interprets group standardized test and inventory results to parents individually.
- SA A D SD 42. Interprets group standardized test and inventory results to small groups of parents.

- SA A D SD 43. Plans, implements and coordinates the school testing program.
- SA A D SD 44. Interprets group standardized test and inventory results to parents by means of descriptive leaflets.
- SA A D SD 45. Uses standardized test results for diagnostic purposes in curriculum planning and placement of students.
- SA A D SD 46. Uses standardized test results for purpose of individual guidance and counseling.
- SA A D SD 47. Plans, implements and coordinates and evaluates the Cumulative Record Folder system.
- SA A D SD 48. Maintains the Cumulative Record Folders. (Ex. - recording of test results, personal history, etc.)
- SA A D SD 49. Maintains a separate and confidential Personal Record Folder as distinguished from the Cumulative Record Folder. (Ex. - items such as disciplinary action, correspondence with parents, etc.)
- SA A D SD 50. Maintains a separate and confidential Counseling Record Folder as distinguished from the Cumulative and Personal Record Folders.
- SA A D SD 51. Discusses with parents the Cumulative Record Folder information.
- SA A D SD 52. Discusses with parents the Personal Record Folder information.
- SA A D SD 53. Discusses with parents the Counseling Record Folder information with the consent of the child.
- SA A D SD 54. Discusses with parents the Counseling Record Folder information without the consent of the child.
- SA A D SD 55. Maintains a complete and up-to-date medical history as part of the Cumulative Record Folder.
- SA A D SD 56. Plans, implements and coordinates the use of educational occupational, and personal-social guidance materials. (Ex.- Audio-visual aids, speakers, printed information, etc.)
- SA A D SD 57. Secures the necessary materials for use in educational, occupational, and personal-social guidance in the classroom.

- SA A D SD 58. Conducts educational group guidance sessions in the classroom.
- SA A D SD 59. Conducts educational guidance sessions on an individual basis.
- SA A D SD 60. Conducts occupational guidance sessions on a group basis in the classroom.
- SA A D SD 61. Conducts occupational guidance sessions on an individual basis.
- SA A D SD 62. Conducts personal-social guidance sessions on a group basis in the classroom.
- SA A D SD 63. Conducts personal-social guidance sessions on an individual basis.
- SA A D SD 64. Recommends instructional material concerning the world of work which may be integrated into the curriculum.
- SA A D SD 65. Provides specialized guidance information to individuals on "how to study."
- SA A D SD 66. Provides specialized guidance information to teachers on "how to study."
- SA A D SD 67. Conducts group guidance classes with students on "how to study."
- SA A D SD 68. Establishes procedures for in-school referrals (counselor, school psychologist, school social worker, etc.)
- SA A D SD 69. Establishes procedures for referrals to out-of-school agencies and specialists (psychiatrists, psychologists, speech therapist, child welfare clinic, etc.)
- SA A D SD 70. Establishes procedures for identifying children who need special help with personal-social problems.
- SA A D SD 71. Establishes procedures for identifying children who need special help with academic problems.
- SA A D SD 72. Establishes criteria for screening children for placement in the gifted and slow-learning groups.
- SA A D SD 73. Establishes criteria for screening children for placement in heterogeneous and homogeneous groupings.
- SA A D SD 74. Serves as a specialist for children in need of remedial help in reading and arithmetic.

- SA A D SD 75. Plans, implements and coordinates the counseling services performed in the school.
- SA A D SD 76. Utilizes tape recorders in the counseling sessions.
- SA A D SD 77. Conducts counseling sessions on an individual basis with students having academic problems.
- SA A D SD 78. Conducts counseling sessions on an individual basis with students having personal-social problems.
- SA A D SD 79. Conducts counseling sessions with small groups of students having academic problems.
- SA A D SD 80. Conducts counseling sessions with small groups of students having personal-social problems.
- SA A D SD 81. Utilizes the cumulative record information as a means of understanding and helping children.
- SA A D SD 82. Utilizes the Personal Record (see item 49) information as a means of understanding and helping children.
- SA A D SD 83. Schedules conferences with all children who indicate a need for counseling.
- SA A D SD 84. Conducts individual conferences with children who have deep-seated emotional problems.
- SA A D SD 85. Conducts play-therapy.
- SA A D SD 86. Conducts class sessions in the area of mental health.
- SA A D SD 87. Conducts class sessions in the area of social behavior.
- SA A D SD 88. Plans and implements in-service program in the areas of guidance and counseling for the staff.
- SA A D SD 89. Provides and conducts in-service program for the staff concerning the student orientation services.
- SA A D SD 90. Provides and conducts in-service program for the staff concerning the student guidance services.
- SA A D SD 91. Provides and conducts in-service program for the staff concerning the use of pupil appraisal techniques.
- SA A D SD 92. Provides and conducts in-service program for the staff concerning the student counseling services.

- SA A D SD 93. Provides and conducts in-service program for the staff in the meaning, use, and interpretation of standardized tests and inventories.
- SA A D SD 94. Provides and conducts in-service program for the staff in the effective use of school record information.
- SA A D SD 95. Provides and conducts in-service program for staff in the understanding of inter-staff relationships and inter-staff responsibilities (counselor-staff-specialist-administrator).
- SA A D SD 96. Provides and conducts in-service program for the staff in the area of pupil mental health in the classroom.
- SA A D SD 97. Provides guidance materials and equipment for teacher use in the classroom.
- SA A D SD 98. Provides teacher with information about disposition of a referral and with that information usable by her in working with the child in school.
- SA A D SD 99. Provides teachers with usable information about the child who has seen the counselor as a result of other than teacher referral, in order to better work with him in the school.
- SA A D SD 100. Provides suggestions for curriculum study and revision.
- SA A D SD 101. Provides conferences with teachers to discuss individual children.
- SA A D SD 102. Provides leadership for the guidance committee.
- SA A D SD 103. Assists the teacher in conducting teacher-parent conferences prior to and/or during the conference.
- SA A D SD 104. Assists the teacher - at her request - by furnishing suggestions based on observations of the classroom processes.
- SA A D SD 105. Provides opportunities for individual staff members to discuss their school concerns.
- SA A D SD 106. Provides opportunities for individual staff members to discuss their personal concerns.
- SA A D SD 107. Provides opportunities for small groups of staff members to discuss their school concerns.

- SA A D SD 108. Provides the administration with information about community agencies for those staff members who may be in need of special help.
- SA A D SD 109. Provides information to parents about rules, regulations, and teacher and school expectancies.
- SA A D SD 110. Plans, provides, and disseminates to parents and community information about the guidance and counseling services available to children.
- SA A D SD 111. Conducts individual parent conferences in regard to children having academic problems.
- SA A D SD 112. Conducts individual parent conferences in regard to children having personal-social problems.
- SA A D SD 113. Conducts individual parent conferences in regard to family problems directly affecting child's behavior in school.
- SA A D SD 114. Conducts individual parent conferences to discuss a child's need of help, such as special classroom or agency referral (EMH, hearing impaired, psychological, health, etc.)
- SA A D SD 115. Conducts small group conferences with interested parents of children having similar problems.
- SA A D SD 116. Conducts large group parent-staff meetings for the purpose of developing positive home-school relationships.
- SA A D SD 117. Conducts individual counseling sessions with parents who desire it for themselves - if the family problem is affecting the child's adjustment in school.
- SA A D SD 118. Provides information about community agencies to parents who themselves are in need of further help.
- SA A D SD 119. Provides groups of parents with information for their children's transition from one grade level to another (primary, intermediate and junior high school).
- SA A D SD 120. Plans and implements evaluation processes of all student guidance and counseling services performed in the school.
- SA A D SD 121. Develops local norms for standardized tests employed in the school when necessary.
- SA A D SD 122. Serves as a resource person to the staff concerning use of research and statistical methods.

- SA A D SD 123. Conducts follow-up studies of academic groupings of students based on school's placement criteria (homogeneous, heterogeneous, or ungraded classes).
- SA A D SD 124. Develops criteria for the identification of potential drop-outs.
- SA A D SD 125. Conducts follow-up studies of potential drop-outs.
- SA A D SD 126. Develops criteria for the identification of potentially gifted students.
- SA A D SD 127. Conducts follow-up studies of gifted students.
- SA A D SD 128. Develops criteria for the identification of slow-learners.
- SA A D SD 129. Conducts follow-up studies of slow-learners.
- SA A D SD 130. Evaluates the results of in-school referrals.
- SA A D SD 131. Evaluates the results of out-of-school referrals.
- SA A D SD 132. Evaluates the degree to which students perceive their needs being met by the existing guidance and counseling services.
- SA A D SD 133. Evaluates the degree to which parents feel that the guidance and counseling program meets the needs of their children.
- SA A D SD 134. Evaluates the degree to which the staff feels that the guidance and counseling program helps them to meet the needs of their pupils.
- SA A D SD 135. Evaluates the distribution of time and effort expended by the counselor.
- SA A D SD 136. Evaluates the outcomes of counseling with individuals and groups.

OTHERS (If any)

- SA A D SD 137.
- SA A D SD 138.
- SA A D SD 139.
- SA A D SD 140.

STEP 3: Please indicate whether or not you feel the following courses should be part of a counselor's educational background by circling the appropriate number described below -

- 1 - indicates that the course should be required.
- 2 - indicates that the course be recommended, but not required.
- 3 - indicates that the course should not be required or recommended.

- 1 2 3 141. Principles of Guidance
- 1 2 3 142. Elementary Statistics
- 1 2 3 143. Advanced Statistics
- 1 2 3 144. Basic Tests and Measurements
- 1 2 3 145. Advanced Tests and Measurements
- 1 2 3 146. Individual Intelligence Testing
- 1 2 3 147. Diagnostic Reading and Arithmetic Testing
- 1 2 3 148. Psychological Projective Tests (Ex. - Rorschach Test)
- 1 2 3 149. Construction of School Testing Program
- 1 2 3 150. Advanced Educational Psychology
- 1 2 3 151. Child Psychology
- 1 2 3 152. Psychology of Exceptional Children (gifted and slow-learners)
- 1 2 3 153. Psychology of Learning
- 1 2 3 154. Fundamentals of Counseling
- 1 2 3 155. Counseling in the Elementary School
- 1 2 3 156. Problems in Interviewing and Counseling
- 1 2 3 157. Play Therapy and Sociometric Techniques
- 1 2 3 158. Principles of Psychotherapy
- 1 2 3 159. Counseling in Groups
- 1 2 3 160. Practicum in Counseling
- 1 2 3 161. Group Dynamics
- 1 2 3 162. Techniques of Guidance in the Elementary Schools

- | | | | | |
|---|---|---|------|---|
| 1 | 2 | 3 | 163. | Communication with Parents |
| 1 | 2 | 3 | 164. | Information in Guidance |
| 1 | 2 | 3 | 165. | Social Psychology |
| 1 | 2 | 3 | 166. | Family Sociology |
| 1 | 2 | 3 | 167. | Urban-Rural Sociology |
| 1 | 2 | 3 | 168. | Organization and Administration of Guidance
in the Elementary School |
| 1 | 2 | 3 | 169. | Mental Hygiene |
| 1 | 2 | 3 | 170. | Psychology of Personality |
| 1 | 2 | 3 | 171. | Abnormal Psychology |
| 1 | 2 | 3 | 172. | Introduction to Research Methods |
| 1 | 2 | 3 | 173. | Experimental Design |
| 1 | 2 | 3 | 174. | Basic Course in Remedial Reading |
| 1 | 2 | 3 | 175. | Basic Course in Remedial Arithmetic |

OTHERS (If any)

- | | | | |
|---|---|---|------|
| 1 | 2 | 3 | 176. |
| 1 | 2 | 3 | 177. |
| 1 | 2 | 3 | 178. |

SPECIAL QUESTION: (Circle Response)

YES	NO	The counselor must have teaching experience at the elementary school level.
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COMMENTS: Please use the reverse side of this sheet for any comments you might have.

NOTE: If you desire to receive a copy of the results of this study, please send me a post card giving your name, address, and town.

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX D

SPECIAL REQUEST COVER LETTER

State of Illinois
Office of the Superintendent of Public Instruction
Springfield

Dear Educator:

You are being contacted to participate in a special research study pertaining to the services that an elementary school counselor should perform.

Since you are so closely related to the students, it is believed that you have a genuine contribution to make in terms of what services you think the elementary school counselor should perform. It is in this respect that we strongly urge you to cooperate in the project which Mr. Lundgren has undertaken, and which is explained in the accompanying letter.

Guidance and counseling programs have made great strides at the elementary level; however, very little has been done, with a few exceptions, here in Illinois. The results of this study, it is hoped, will aid us in our continued attempts to develop and improve guidance programs in elementary education. Also, there will be implications for developing our certification standards for elementary school counselors.

Your time and consideration of the enclosed questionnaire will be appreciated. It is hoped that you will fully cooperate with this study.

Sincerely,

Robert H. Zeller, Ed.D
Director
Department of Guidance Services

RHZ:lm
Enc.

APPENDIX E

INSTRUCTIONAL COVER LETTER

1132 Newberry Avenue
La Grange Park, Illinois
April 22, 1965

Dear

Please allow me to introduce myself; I am Ralph Lundgren, a doctoral candidate at Loyola University, Chicago, Illinois, and guidance director at St. Joseph High School in Westchester, Illinois.

Your cooperation is being sought to complete a questionnaire relating to the role, function, and training of elementary school counselors. Relatively little research has been done in guidance below the secondary level. The results of this study are to be used for my dissertation; to help in the development of counselor standards in Illinois; and to help counselor-education institutions in the development of their programs.

The following representative school personnel are being contacted in selected schools throughout Illinois; principals, teachers at the second, fourth, and sixth grade levels, and certified counselors. Principals are being asked to please distribute a white color questionnaire to each of the above mentioned teachers and to complete the green color questionnaire himself.

It would be appreciated if you would take an hour of your time - which I realize fully is asking a great deal. However, in order to secure reliable and comprehensive results, the length becomes necessary.

If you could return your completed questionnaire as soon as possible or by May 15 at the very latest, I would be deeply indebted. Enclosed please find the questionnaire and a return envelope for your use.

Thank you very much.

Sincerely,

Ralph E. Lundgren

Enc.

APPENDIX F
FOLLOW-UP LETTER

1132 Newberry Avenue
La Grange Park, Illinois
May 20, 1965

Dear

Last month you received a set of questionnaires for yourself and three members of your staff. The questionnaire pertained to the services which an elementary school counselor should perform.

It would be appreciated if you would complete the questionnaire and also remind your teachers to finish theirs. Because of the need for computer tabulations, it will be necessary for me to receive them by June 1st.

Your help and cooperation is essential for the success of this project in which the Department of Guidance Services, State of Illinois, is interested too.

Thank you for your time and effort in my behalf.

Sincerely yours,

Ralph E. Lundgren

REL:nl

APPENDIX G

QUESTIONNAIRE RESPONSE

FORMALIZED GUIDANCE PROGRAM GROUP

<u>PERSONNEL</u>	<u>SENT-RETURNED</u>		<u>PER CENT RETURNED</u>
Counselors	10	10	100
Principals	10	10	100
Teachers	30	16	53

NON - GUIDANCE GROUP

<u>REGION</u>	<u>PRINCIPALS</u>			<u>TEACHERS</u>		
	<u>SENT-RETURNED</u>		<u>PER CENT RETURNED</u>	<u>SENT-RETURNED</u>		<u>PER CENT RETURNED</u>
1	44	22	50	132	56	42
2	9	2	22	27	7	26
3	8	4	50	24	17	71
4	8	4	50	24	9	38
5	6	4	67	18	12	67
6	3	3	100	9	5	56
SUB-TOTALS	78*	39*	50	234	106	45

* Two additional sets were void.

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DISSERTATION ABSTRACT

THE PERCEIVED ROLE, FUNCTION, AND TRAINING OF ELEMENTARY SCHOOL COUNSELORS IN THE STATE OF ILLINOIS

By
Ralph E. Lundgren
Loyola University
Chicago, Illinois

Purpose

The major purpose of this study was to investigate the perceived role of the counselor by comparing counselors, administrators, and teachers operating in schools having a formal guidance program to those administrators and teachers in schools not having a formal guidance program. The different personnel groups were compared within formal programs and with cross-group comparisons. Two related aspects of the study dealt with the degree to which a teacher should be involved in the performance of the given functions and an analysis of the courses which should possibly comprise an elementary school counselor's professional training.

Procedure

The counselor, administrator, and three teachers, one each from the second, fourth, and sixth grade levels, were contacted from

each of the ten schools having a formal guidance program. All ten counselors and administrators and sixteen of thirty teachers responded.

The control group consisted of thirty-nine administrators of the eighty originally contacted, and 106 of 234 teachers. The personnel represented were randomly selected from public schools in the State of Illinois.

A 172 item questionnaire was developed with the content covering fourteen different guidance and counseling areas. It was mailed to each of the respondents. Data was subjected to the chi-square test, t tests, and factor analysis.

Hypotheses

Hypothesis one dealt with the inter-comparison of counselors, teachers, and administrators in schools having formal guidance programs.

The second hypothesis dealt with a comparison between teachers and administrators in schools not having guidance programs.

The third hypothesis was concerned with a comparison of all personnel in schools having formal guidance programs to all personnel in schools not having formal guidance programs.

The fourth hypothesis dealt with the individual comparisons between individual groups of the "with" guidance category and the

individual groups of the "without" guidance category.

The eleven service areas which comprised the questionnaire included: (1) orientation services; (2) appraisal services; (3) testing services; (4) records system; (5) informational services; (6) referral services; (7) counseling services; (8) service to staff; (9) service to parents; (10) evaluation; and (11) administrative duties.

In the area of orientation services those personnel in the "without" guidance schools significantly perceived the counselor as performing orientation functions. Personnel in the "with" group quite possibly viewed orientation services as a "non-priority" type service on the basis of overall services provided by a counselor. It was this area which had the highest percentage of teacher involvement. The "without" group apparently were unified in their belief that the counselor should perform various appraisal type services (case studies, autobiographies, and home visitations). Both the "with" and "without" groups perceived the counselor as extremely involved in the testing program from administration to the scoring of tests. In the area of records the school personnel perceived the counselor as one of the agents making use of the records maintained on the students through sessions with children, parents, and teachers.

The fewest number of significant differences in the eleven areas occurred in information services. The absence of significant findings

indicated a general lack of awareness of the significance of this area. Apparently the administrators perceived themselves as performing the leadership role in the area of referral services. In the area of counseling services the teachers in both the "with" and "without" groups viewed the counselor as a therapist dealing with children's deep-seated emotional problems and performing some group work with children. The counselors were unified in their self-perception of performing a service for teachers.

In the area of services to parents the significant findings indicated that counselors should confine their work with parents to those matters directly related to children's academic and personal-social problems. Evaluation services area results indicated the counselor should be responsible for the development of criteria for drop-out identification, as well as identifying gifted children. Also, the counselor should conduct follow-up studies.

In nine of fourteen items, identified as administrative in nature, the counselor was perceived as performing the services.

There were five factors, through factor analysis, which were labeled: leadership, psychometrics, interpretation expert, resource specialist, and counseling. In leadership the counselor may have been perceived as a specialist assuming a role not now being adequately filled. Although one cannot draw a direct comparison between the

factor results (psychometrics) and the chi-square results (testing), the results were strikingly alike. Namely, the counselor was perceived as very involved in the testing program. Related to psychometrics was the factor dealing with the interpretation specialist. The counselor was perceived as the individual who should interpret tests. In the fourth factor, resource specialist, the counselor was perceived as a resource specialist for the children, staff, and administration. The last factor depicted the staff as being in favor of counseling services.

The factor analysis presented five new dimensions with nineteen significant comparisons. The grouping of items presented some new dimensions to guidance or even an expression of needs prevalent in schools which have not been met.

It was very evident that all personnel sampled in this study were in favor of the counselor having teaching experience prior to assuming the position of a counselor. This was a significant finding since there exists two opposing schools of thought on this question.

The results of the survey of what courses should constitute the counselor preparation program presented some interesting aspects. There was general agreement as to the basic courses which would comprise a master's degree training program. Teachers and

administrators did not see the practicum as being required, but the counselors felt it should be a required course. Forty per cent of the counselors felt the advanced statistics course was not needed in their preparation background.

By taking the courses with the highest affirmative response (required and recommended), a two year preparation program was not out of the realm of possibility. This should stimulate all school personnel to investigate the direction and extent to which counselor preparation programs are moving toward two-year programs.

Further investigation of the role, function, and training of elementary school counselors should be continued with the objective of refining and clarifying the counselor's role.

APPROVAL SHEET

The dissertation submitted by Ralph Edward Lundgren has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

May 26, 1966
Date

John A. Hallington
Signature of Adviser